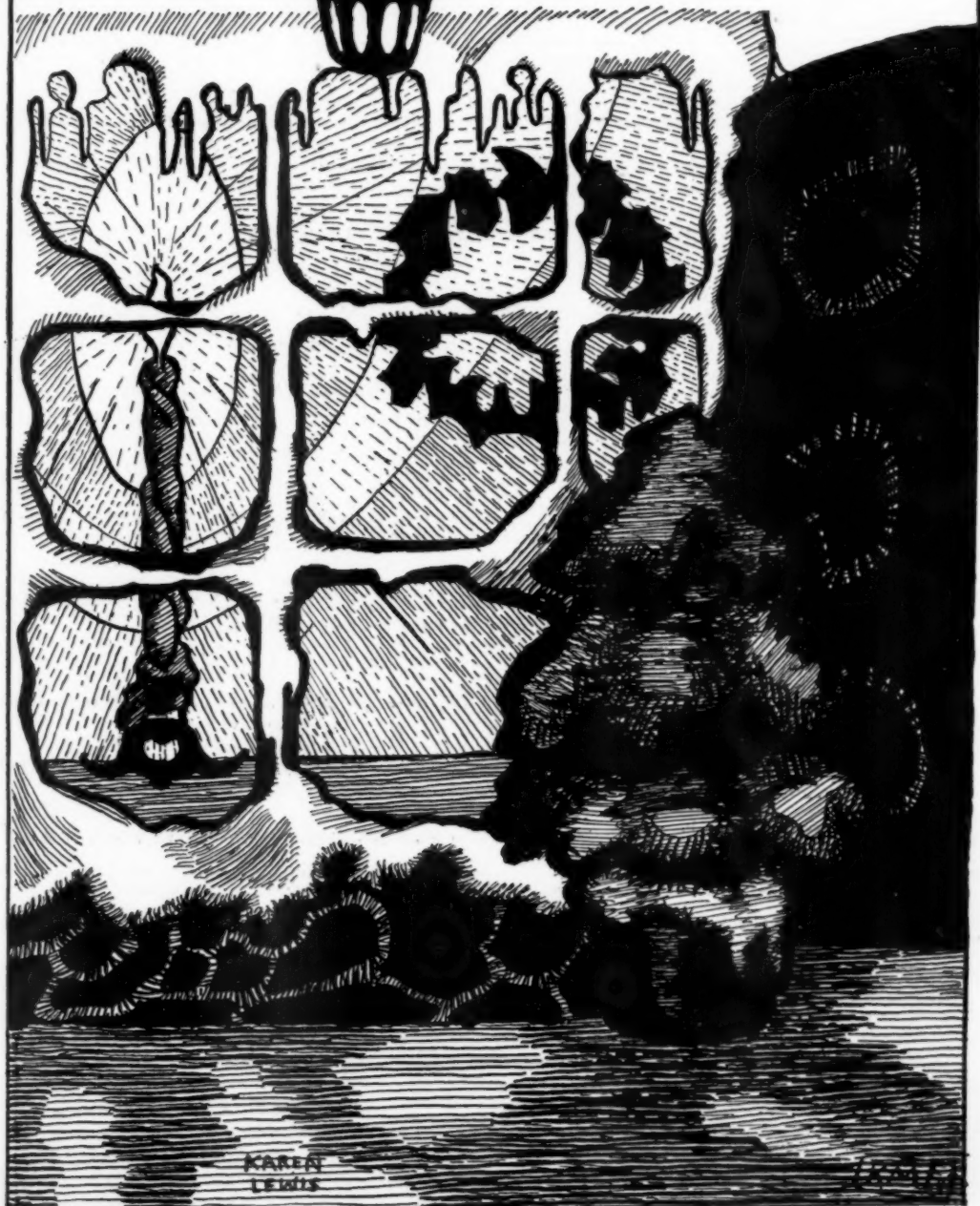


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UNIVERSITY OF MISSOURI

# School Community

December



# THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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Next Meeting, St. Louis, November 13-16, 1929.

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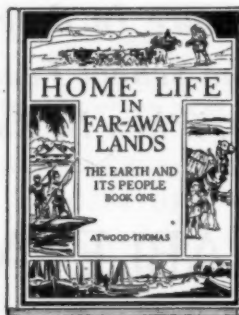
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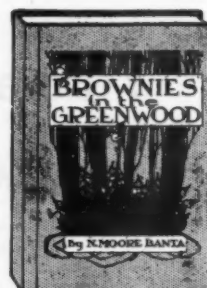
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# EDITORIAL

“ACCORDING TO YOUR faith be it unto you!” This is the standard that will measure our success in the legislative program which we as a Teachers Association have undertaken.

**THE NEED FOR FAITH.** According to our faith will our success be, and by faith we mean no blind, idle belief but rather a seeing faith that will take hold of the realities of this problem and the tangible means for its solution that lie within our reach.

If our goal is attained it will be attained not by the efforts of any person, committee or group or by any combination of persons, committees, or groups but by the sincere and indefatigable efforts of 23,000 teachers, each working with his or her friends and contacts to get the idea into the hearts and minds of the people.

**FAITH THAT DOES** not lead to work is a poor faith. It is not the kind we need. There are in Missouri 23,000 teachers nearly every one of whom has contact with three or more school directors who are influential men and women, and who have a direct and living interest in the welfare of their own schools and, who are potentially interested in all the schools of the State.

My dear teacher, it is your job to see that you have done your best to give to each of these directors the elements of the legislative program so that he or she may know what it is.

But you should not be content with letting your efforts be directed only to your school board. You have other friends. The family with which you are boarding, your banker, your physician, all are your contacts and for these you must accept the responsibility.

Then there are approximately 60,000 members of the Parent-Teacher Associations in Missouri. Our observation is that these good people are all believers in the fundamentals of the proposed legislation.

Who but the teacher can best give them the necessary information.

**LET US** suppose that you as an average teacher have five influential friends, that's a conservative estimate. Suppose you were without a position and starting out to get one. You need influential people to recommend you. Pick out five of them and instead of asking them to help you ask them to help every boy and girl in Missouri, nearly a million, and especially those who are living in territory which cannot support a good twelve year school. When each of you has done this there will be 115,000 persons who know about our program. There are about 30,000 school directors in Missouri—that brings our total up to 145,000. Then we must not forget the members of P.-T. A.'s, 60,000 in number. We are going up! At 205,000 and we haven't counted the teachers themselves. But let's not be too optimistic. Perhaps we should deduct 50,000 for duplications and another 50,000 for failures to secure active belief. But we may be assured that 100,000 influential persons who understand and support this measure will be enough to insure its passage by the legislature. There is certainly that many when each teacher has done her duty.

**LET'S FIGURE A LITTLE.**

**THERE IS AN** impression abroad in the land that many school teachers know little and care less about this program. We hear remarks like this, “All she cares about it getting her check

at the end of each month.” “She doesn't know where the money she gets comes from.” “She thinks she'll be married in a year or two and is interested only in holding on until that eventful day.” These uncharitable remarks may aptly apply to an occasional person who holds a teacher's job, but they do not apply to the great mass of teachers.

However, we must know that we as teachers need information before we can

give it to others. And because of this we should give our thought to the getting of all available information on this subject.

**THE PROGRAM** which will be submitted to the General Assembly meeting next month is briefly this: To provide for the equalization of educational opportunity and educational tax

#### WHAT IS THE PROGRAM?

throughout the State as follows: First, by increasing the fund distributed to the various districts of the State from the State treasury. This fund, now about three million dollars, we propose shall be increased to eight-million dollars. This under the present plan of distribution, which it is not proposed to change, will give to each district about \$15.00 per pupil in average daily attendance. This fund will help every district in the state, whether rich or poor, big or little, and will relieve the local tax burden in every district. The money for this will be derived from what ever measures the Legislature may devise, but it will come from the state as a whole. In principle this is an exemplification of the doctrine upon which our whole public school system is based.

Second. The purpose of the proposed legislation is to further equalize educational opportunity and educational support by providing a special fund to be distributed to those districts which, after making the local effort assigned by the state constitution to all districts, namely a tax of 65 cents on the \$100 valuation, are not able to spend \$60 per pupil in average daily attendance provided they are supporting a first class high school. When such a district has made such an effort the difference between what the district has and what it needs to have \$60 per child will be assigned to it from this equalization fund. This will require about \$3,000,000. This is a further extension of the principle "From each according to his

ability, unto each according to his need." A principle to which every person who believes in free public schools is already committed.

Third. The purpose of the proposed legislation is to further promote equality of opportunity and support by providing for the formation of larger school districts (only when the people who live in these districts shall vote to ratify the same, however), to the end that schools shall be large enough from the standpoint of enrollment to be economical and efficient units for instruction, and large enough to furnish able leadership.

These are the three simple elements of our program. In discussing it it should be kept simple. It is a simple program. It should not be confused with a maze of detail. Three points it contains and only three.

1. A larger state distributive fund which will be collected from sources scattered all over Missouri }wherever those sources happen to be located, and distributed to the schools all over Missouri in proportion to the number of teachers employed and the number of children in average daily attendance, wherever they may be.

2. A special equalization fund for those districts where local effort is not sufficient to maintain standard schools.

3. A redistricting of the state by an optional method that will facilitate the elimination of inefficient schools.

The School and Community will be glad to furnish you with any material it has. We wish to suggest that you review the June, October and November Numbers in particular. Rest assured, however, that if you really want this proposed legislation to become actual you must get others to want it also. **Its realization depends absolutely on you and your efforts.**



## CONVENTION NOTES

**KANSAS CITY TEACHERS** are charming and accomplished hosts. They know what to do and how to do it. Graciousness and efficiency marked every committee's work, and every comment on the convention by the visiting teachers contained a note of appreciation for the good work of the Kansas City Teachers.

Superintendent John L. Bracken of Clayton presided over the Assembly of Delegates with becoming dignity, and in the expedition of its business exhibited a fine appreciation of values which gave to each item the consideration due it. His saving sense of humor got the Assembly through parliamentary tangles which might have frustrated a more experienced parliamentarian who had less humor and common sense.

To stand all day before a group of six or seven hundred delegates, presiding over discussions that are sometimes hot, often confused and generally important is a day's work that only a few can do well. Superintendent Bracken is entitled not only to our thanks but our admiration.

The minority report of the Legislative Committee, presented by Mr. T. E. Spencer of St. Louis came as a surprise to the other members of the committee and to most of the delegates. Its discussion consumed several hours which might have been spent more pleasantly, if less profitably, by many of the delegates. The results, however, remind one of the philosophy expressed in the old hymn,

Afflictions, though they seem severe,  
Are oft in mercy sent.

The discussion of this report clarified the whole legislative program and brought out details which might have otherwise escaped the notice of many. It solidified sentiment for the recommendations of the committee as presented by Dr. McClure and Mr. Cramer. To do this we believe was Mr. Spencer's purpose.

Weather! Glorious! Until Thursday evening, then came the rain with the rush for raincoats, umbrellas and taxicabs. By Friday afternoon reports of suspended train service, flooded highways, and rising

floods had caused the crowd to take on a nervous anxiety which interfered with the full enjoyment of the programs. Many made a rush for home, if the way was still open. Others quietly accepted the situation believing that by Sunday the floods would have receded. By one means or another most of them had left the city by Sunday afternoon; some however did not reach their schools until Tuesday.

Dr. W. J. Hawkins was the center of attraction at many different times in the hotel lobbies. Hundreds of teachers who have come within the range of his influence and who recognize him as one of the good formative influences in their lives were glad to see him looking so well and in such fine spirits. At the age of 77 he is still travelling for Washington University and enjoying it. For fifty consecutive years he has been a member of the M. S. T. A. and has attended nearly that many of its meetings. He has been a prominent worker for the State Association, having served as its president.

Walter Lippman's address was one of the high points of the general program. This brilliant editorial writer is a disturber of smug complacency which is not always a popular role with the disturbed. His method is that of throwing cold water. Optimism has such a high commercial value nowadays that it is perhaps too frequently displayed. Lippman is eminently worthwhile if only for the sake of variety.

Professor Thomas Alexander belongs in about the same category so far as his purpose is concerned. He's a good "arouser," too. His procedure is different from that of Lippman's. Alexander's favorite method is jabbing with a sharp needle. Whether he should be regarded a stimulant or an irritant is a debatable question. Politics, personalities and peculiarities are always interesting and his address gave the audience a liberal sampling of each. Having heard him once one will not let an opportunity to hear him again pass. There's no telling what he might say.



Teachers cannot help being gratified at the quality of publicity accorded their convention and program by the Kansas City newspapers, even though some may not have been satisfied with the quantity. If speakers would furnish in advance copies of their complete addresses instead of denatured abstracts, more space might be found for them in the newspapers.

**T**HE FOLLOWING very interesting comment on the Association is taken from "The President's Column," written by President E. L. Hendricks, in *The Student*.

"'Creative Teaching' was the new expression used in many addresses, and doubtless described sometimes old ideas.

"The multiplication of departments indicates the analysis which has been made of education as a whole. Thirty distinct departments had distinctive programs in addition to the general meetings.

"The number of social meetings marked by luncheons, breakfasts, dinners exceeded the numerous professional programs. There were forty of these as advertised.

"While observing the complexity of an up-to-date program, we may well imagine the character of the first program given in the State. Horace Mann attended that

first session held in St. Louis in 1856. What a treat to have heard him! Later our distinguished Missourians, William T. Harris, Louis Soldan and J. M. Greenwood helped to shape the association to the thing it is.

"Although so widely separated in time and in complexity of program the purpose of these Association meetings has remained the same. This purpose is the advancement of education through the development of a professional spirit.

"The professional spirit is good. It is growing. It is exhibited by the membership in the Association that now reaches 23,000. It is seen in the beautiful office building at Columbia. It is proclaimed by the annual business transacted by the Association, now \$151,000. It is revealed in the character of the teaching and the high standing of its educational institutions. It is maintained by the high character of the men and women who teach.

"The one thing needed is an adjustment of taxation so that the state may carry out the will of its constitution which declares that the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in the state between the ages of six and twenty years. This can be done only by taxing wealth where it is for our young people where they are."

## CHRISTMAS GREETINGS

Ella Victoria Dobbs

**C**HRISTMAS IS NEAR at hand, proclaimed by many signs—none more insistent than the greeting cards that are offered at every turn,—some fine and costly, some cheap in material and sentiment, even descending to the vulgar, in a mistaken attempt to be funny, some good in color and design and moderate in price.

The commercial world is making the most of the opportunity and strives to suit all tastes. Perhaps the school's best opportunity lies in cultivating a refined, discriminating taste which will pass by the cheap and common and choose the thing which is refined, dignified and truly beautiful.

Probably the most successful way to de-

velop that refined taste is through repeated attempts to create beauty in hand made cards and these serve also to give the personal element which is the chief charm of the Christmas greeting. The popular linoleum block print offers a most sympathetic medium of application and lends itself to simple designs. The process is not hard to learn but challenges the best energies of the worker in developing skill. It is fascinating alike to the beginner and the expert. A few suggestions to the beginner may be helpful.

Rather bold designs which have few if any fine lines give the best results for first work. In tracing the design on the linoleum all lettering must be done in re-



verse. It is well to use thin paper for the design and lay it face down for tracing. If the linoleum is light in color, carbon paper may be used for transferring or a dark linoleum may be painted with white tempera color or poster paint to receive the pattern. Thick battleship linoleum gives the most successful results, but thinner varieties may be used with good effect.

The design may be planned either to print the design proper, in which case the background is cut away or to print the background and allow the pattern to show in the color of the paper. It is somewhat easier to cut out letters by this latter method, especially if the letters are not large. A combination of the two can be used by placing the lettering in a panel below the other part of the design.

A sharp knife or old razor blade may be used in cutting out the background. For very accurate work, one or two carving tools are desirable—a veiner and one or two gouges. These may be purchased from Chas. F. Bingler Sons, 182 Sixth Ave., New York City. In cutting out fine lines slant the knife first to the right and then to the left in order to make a V shaped groove.

In cutting edges of the design slant the knife toward the design so as to leave what remains broader at the base than on the surface. Avoid undercuts as the unsupported edges will not print clearly.

If the printing is to be done in a printing press the linoleum must be mounted on a wooden block which will make the combined thickness equal to the height of

type. Otherwise mounting is not necessary. The best results in printing are secured in the use of printers ink which may be purchased in tubes and comes in a variety of colors. The ink should be spread evenly on a pane of glass or other smooth surface by the use of a roller and applied to the block by the roller. A regular printer's roller made of a prepared gum gives the best results but a rubber roller such as is used in mounting photographs will serve. It is also possible to ink the block by applying it directly to the inky glass but the print is likely to be uneven. Or an inking pad may be used, in which case it is desirable to have the linoleum mounted on a thick block in order that it may be easily handled. An old fashioned letter press gives fine results in printing but good results can be secured by pounding the print with a mallet or by standing on it for a moment. In any case it is most important that there be a thick uniform pad of papers or cloth under the paper which is to be printed. Almost any heavy paper may be used. Smooth papers give more clear cut impressions. Rough or crinkly papers give a shadowy, mottled effect which is often very attractive. Designs may be made to allow for a few touches of color to be added to the printed design.

Fair success will attend even first efforts if the printer will watch these points:

Make or select a simple clear cut design.

Transfer and cut out carefully and accurately.

Apply color neatly and avoid smudging.

#### What an Education Has to Offer

**“TO BE AT HOME** in all lands and ages—to count nature familiar acquaintance and art an intimate friend—to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasm and to cooperate with others for common ends; to learn manners from students who are gentlemen and form character under professors who are Christians.” This is a challenge to make most of your opportunities now.—William DeWitt Hyde.



**Dr. M. G. Neale,**  
President M. S. T. A.



**Jos. A. Serena,**  
1st Vice-President



**Miss Anna E. Riddle,**  
2nd Vice-President

### OUR OFFICERS

Dr. M. G. Neale who had served one year as a member of the Executive Committee was elected President. Dr. Neale is Dean of the School of Education, University of Missouri.

President Jos. A. Serena was elected to the First Vice-Presidency. He has for several years been president of the Southeast Missouri State Teachers College at Cape Girardeau.

Miss Anna E. Riddle, Second Vice-President has served the Association as a member of its Executive Committee. She is a teacher in the St. Joseph system and active in organization work.

Miss Reta Mitchell, Third Vice-President, is County Superintendent of Gentry county and lives at Albany. For several years Gentry county has been enrolled 100 per cent in M. S. T. A.

Miss Anna M. Thompson, a new member of the Executive Committee is a teacher in the Kansas City Schools. She is a past president of the national organization of classroom teachers.

Professor Byron Cosby, new member of this Committee has for several years been on the faculty of the Northeast Missouri State Teachers College at Kirksville. At present he is the business manager of that institution.

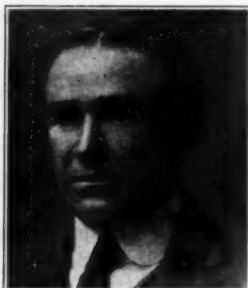
Professor J. W. Shannon comes to the Executive Committee as the first member



**Miss Anna M. Thompson,**  
Member Executive Committee



**Miss Reta Mitchell,**  
3rd Vice-President



**Prof. Byron Cosby,**  
Member Executive Committee



**Miss Kathryn Spangler,**  
Chmn. Executive Committee



**Prof. J. W. Shannon,**  
Member Executive Committee



**Miss Calla Varner,**  
Member Executive Committee



**Mr. Henry J. Gerling,**  
Member Executive Committee

from Southwest Missouri in several years. He is head of the History Department in the Teachers College at Springfield.

Miss Kathryn Spangler has been a member of the Committee for the past two years, and was recently chosen its chairman. She is County Superintendent

of Henry county. Miss Calla Varner has served one year on this committee. She is principal of the Central High School and Junior College of St. Joseph.

Mr. Henry J. Gerling has also served one year on the committee. He is assistant Supt. of Public Instruction of St. Louis.

## STATE ADMINISTRATIVE ASSOCIATION

To be Held at Columbia, Missouri.

County Superintendents, Tuesday, January 15 to Saturday, January 19.

City Superintendents, and High School Principals, Thursday, January 17 to Saturday, January 19.

**T**HE FOLLOWING is a tentative arrangement of the program for the Annual Meeting of the Missouri School Administrative Association. It has been formulated by Superintendent W. H. Lemmel of Flat River, President of the Association, State Superintendent Chas. A. Lee and a committee from the School of Education, University of Missouri. The detailed program will receive further attention in the January number of the School and Community.

This meeting is coming to be of great importance. Lately the programs have been of high caliber and the interest and attendance show the real need of such an organization. Last year was the first time that the county superintendents were definitely a part of this meeting, having previously held their meeting later in the year at Jefferson City. The experiment was so successful from every point of view that it is being continued this year.

### Program

#### Tuesday evening, January 15

Meeting of County Superintendents, How the Proposed School Legislation Will Affect the Rural Schools of Missouri.

The Honorable Charles A. Lee and other speakers will discuss this problem.

#### Wednesday, January 16.

General topic for the morning, The Improvement of Instruction in the Rural Schools. This topic will be discussed by professor Marvin S. Pittman, Director of Normal Instruction, Ypsilanti, Michigan.

His discussion will be followed by a round table and by a program arranged by Superintendent Charles A. Lee.

#### Wednesday afternoon,

Community Relations of the County Superintendent.

The subject will be discussed by Professor Marvin S. Pittman. His discussion will be followed by a round table and by a program arranged by Superintendent Charles A. Lee.

#### Wednesday evening,

Entertainment for County and City Superintendents.

#### Thursday morning, January 17. County Superintendents.

Organizing the Teachers of the County for Supervisory Purposes.

Professor Marvin S. Pittman, Discussion and round table. The remainder of the program in the morning will be furnished by Superintendent Charles A. Lee.

#### City Superintendents.

The topic selected for the City Superintendents for Thursday morning is The Improvement of the Teaching of Reading.

The general subject to be discussed by Laura Zirbes, Assistant Professor of Education, Ohio University, and by Superintendents and Supervisors who are working on this problem at the present time in Missouri.

#### Thursday afternoon, Combination meeting of County and City Superintendents.

The general topic for Thursday afternoon and evening will be The State Legislative Program.

Thursday afternoon, Commissioner Frank P. Graves of New York State will speak on State Plan for the Support of Education.

Commissioner Graves will conduct a round table which will be followed by discussions from Missouri School men.

#### Thursday evening.

Address by Commissioner Frank P. Graves on Education and the State.

#### Friday morning, January 18, City Superintendents.

General topic, Adequate Financial Accounting for Public School Systems, Dr. N. L. Engelhardt, Professor of School Administration, Teachers College, Columbia University.

The State Plan for Financing Accounting and Its Uses. Dr. Frank P. Graves, Commissioner of Education for the State of New York.

#### Friday morning, January 18, County Superintendents' Section.

Summary and Suggestions, Professor Marvin S. Pittman.

Professor Pittman's talk will be followed by round table and the remainder of the program will be arranged by Superintendent Charles A. Lee.

#### Friday evening.

Reserved for banquet.

#### Saturday morning, July 19. Combined meeting of County and City Superintendents.

Problems Involved in the Planning and Maintenance of School Buildings. Professor N. L. Engelhardt, Teachers College, Columbia University.

The remainder of the program will be furnished by Missouri School men.

## TEACHING THROUGH PUBLIC OPINION

By

Walter Lippman

Editorial Writer, New York World, New York City.

An address delivered at the General Sessions of the M. S. T. A. Convention.

**W**HENEVER I AM called upon to define "Public Opinion," I think of my old teacher of philosophy, William James, who used to say that, "A metaphysician was a man who is eagerly hunting in a dark room for a black cat that isn't there." I can say to you frankly that I do not know whether it is possible to teach through public opinion. I am not certain whether it is possible to teach public opinion. And so what I really propose to speak to you about today are certain aspects of the intellectual, social and moral situation with which, in my opinion, teaching today is bound to be concerned.

The generation which you are interested in will take charge of American affairs in 35 or 40 years from now, that is to say, about 1965 or 1970. A few of your pupils who have exceptional talent will make an impression upon events somewhat earlier than that, but most of them will not have reached places of authority until they are about 50 years of age. Now, that means that 40 years from now the United States will be governed by men and women who went to school in the era of Warren Harding and Calvin Coolidge. The men who have governed American affairs while your pupils are being educated were themselves educated somewhere in the era between Chester A. Arthur and Benjamin Harrison. Now, when you come to think of that it is not surprising that a generation educated 40 or 50 years ago should have found it difficult to adjust its ideas to the immense conflict and revolution of the world in which we live. Surely, the moral is plain. It is that no one of you today can tell your pupils the answers to the problems they will have to solve, and that anyone who attempts it is simply showing that he is deficient in imagination.

Therefore, all that education can give by way of preparation for the future is a knowledge of how men in the past dealt with their future and what they found use-

ful by way of discipline and technique in mastering it.

I have said that no one could tell you the answers to the problems which your pupils of the generation will have to solve. It is possible at least to describe the problems without attempting to answer them in a general way? That is possible, and so I am going to take the liberty of outlining for you what, in my opinion, are a few of the central problems which the next generation is compelled to face. I shall offer you no conclusions. I shall offer you no apologies for offering you no conclusions. The problems I am going to describe are, in my judgment, unanswerable at this moment and anybody who thinks he has an answer is almost certainly fooling himself. These problems have only begun to make themselves felt in our generation and I tell you frankly that our generation will do very well indeed if it succeeds in defining clearly what these problems are.

Now, in its outer appearance the time in which we live seems to be fortunate and easy. The country is at peace. The country is not threatened. The country is rich beyond anything the world has ever known. The struggle for existence has ceased to be acute and it might be said that it has been transformed into a struggle for luxury. If this condition is permanent, then we are living in the midst of one of the most deeply revolutionary changes in human history. Up until the present time in America throughout the past, and even today in most parts of the world, the great bulk of the race has lived very close to the margin of absolute necessity. In all the great empires of the past the lot of the common man was unending toil, rewarded uncertainly by the bare essentials to sustain life. The American people seem to be escaping from the ancient bondage and to be entering upon an economic era in which there is enough for all, not only to live but to live very well.

(Please turn to page 608)



## The Development of a Rural School

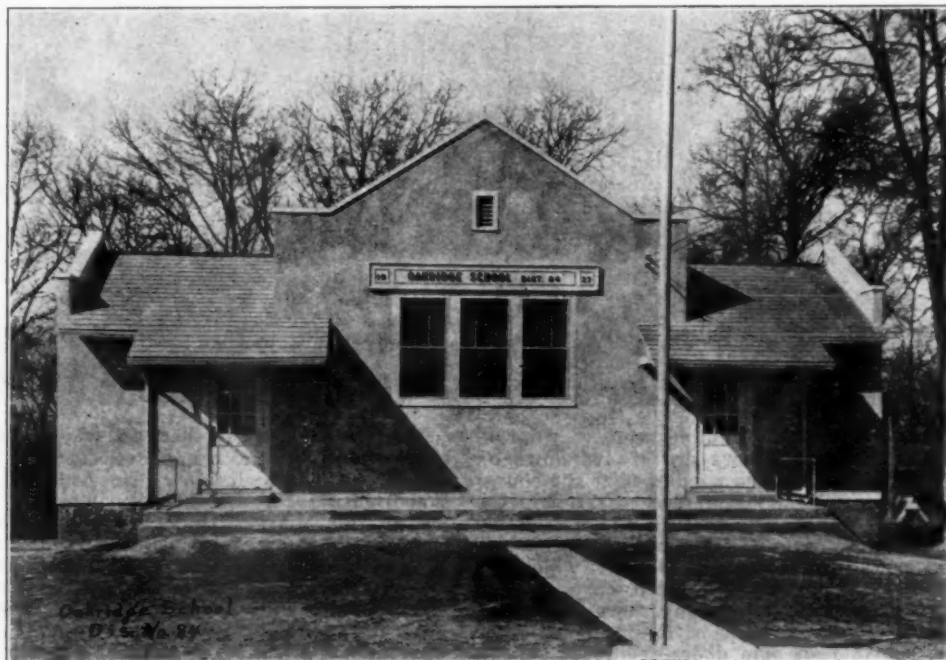
By Cecil Jenkins

**I**N THE SOUTHEAST corner of Andrew County a short distance north of St. Joseph is a very unique little school building situated in a rich farming section of the county. The inhabitants of this school district are of Dutch descent and they and their ancestors have wrested a very good living from the soil. The entire community is prosperous, as is shown by the large well-kept farms with spacious houses and barns.

Mr. Theodore Schneider, who was the teacher last year gives us a brief history of the district and a good description of the new school building as follows:

that there were only five or six months of school each year. Yet this school was a decided advance over the first establishment where there had been as little as three months of school a year. The school 'down at Pattons' was used until 1883.

"The third schoolhouse was built on the same location as the present Oakridge School. This was a typical one-room school, with windows on both sides and a stove in the middle. Yet an honorable school it was, for it gave to the majority of the present citizens of the Oakridge community all the education which they received. In 1914 a vast improvement



"The first school in this district, a little log structure, was erected in the 'fifties.' Its site was in the present Oakridge Cemetery. The flat stone which formed the doorstep is still to be seen at its original place. (It is hoped that this stone will be preserved where it is, as a memorial of the early days.) My paternal grandmother attended school in this log house.

"The second schoolhouse stood precisely on the spot now occupied by the Pattons' barn, a mile south of the original site. In this school, the seats were of the old-fashioned style of pews; it is easy to imagine the degree of comfort enjoyed by the pupils—but this negative pleasure was compensated by the fact

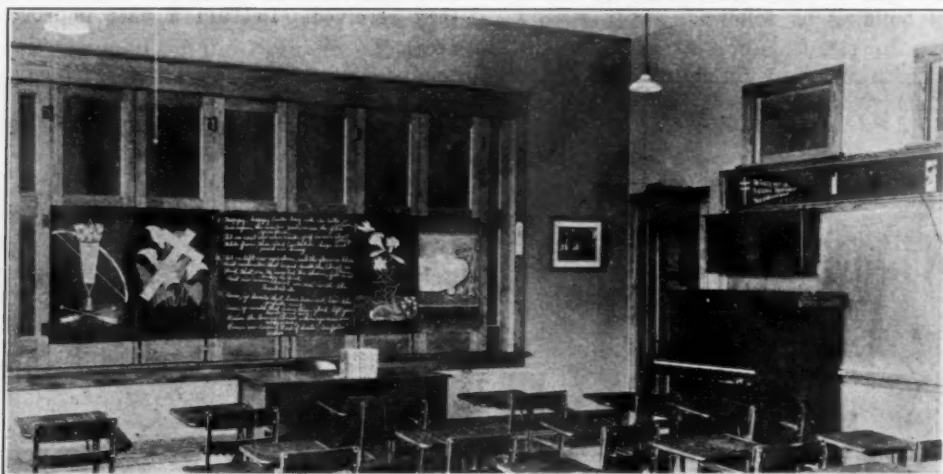
was made. When the Hope Reformed church was being built across the road from the school house, it was found necessary to widen the road. I remember the day when the graders pushed the embankment to within almost a yard of the schoolhouse door. The district constructed a basement a rod or two behind the school and moved the building back. Thus a furnace was installed, and the school enjoyed better heating. When the school was being moved, the older residents of the district found many an interesting paper note beneath the floor and in the walls (for the schoolhouse was also replastered at this time). A library case with a capacity for several hundred volumes was built in. Several years later the younger

alumni raised a sum of money and purchased a good piano for the school. During these years the school was known as the 'Schneider' school.

"Over a year ago the district voted bonds for the construction of a new school building. An architect was employed, the old 'Schneider' school was razed, and by June, 1927, the work on the present building was well under way. The cost, not including donated labor, was approximately \$5,000. In order fully to appreciate the admirable qualities of the building, which is one of the most modern in the state, one must see it. It is planned in an adapted California Mission style, and is externally finished in stucco. It is laid out in T-shape, with a basement under nearly the whole building.

a "Torrid Zone" furnace. The chimney is built outside the west wall; the hot air pipes go up on either side of the chimney and enter the room about two-thirds of the way to the ceiling. The cold air registers are in the floor, at the east end of the room. This heating system has proved very successful. The basement is of ample size for the purpose of serving refreshments at an entertainment. Two long wooden tables prove very convenient.

"Through the foresight and management of the board, this beautiful school was built and equipped. Plans have been made to beautify the grounds around this building with shrubbery and ornamental hedges. A cistern is to be built and plans are being made to put running water into the building."



This plan makes the building seem very large. In the schoolroom there are six windows on the north side, and one window near the southwest corner (the building faces east). On the south wall is a unique feature which is found in but a few of even the very best schools—namely a series of four ventilators, which are operated by means of wooden curtains. In the front part of the building there is a stage, which is closed by means of folding doors when it is not in use; side doors from the schoolroom and the stage lead into the vestibules in either wing. The stage is well equipped for plays. There is a series of footlights, and headlights have also been installed. There are around the stage eight sockets for making special electrical connections. The floor of the stage is about three feet above the floor of the room. In the wing at the north, there is a library; a special room contains the free text books. This room is used for the purposes of special study. In the wing at the south there are facilities for washing—a sink, a water keg, and paper towels; there are also shelves, where the children place their lunch containers. The building is lighted by electricity, which is obtained from the line which supplies the neighborhood. The inside walls are painted a light green, and the woodwork is of golden oak. In the basement there is

Mr. Theodore Schneider, to whom we are chiefly indebted for the above description, is a native of the district. He attended this school until 1918. He then continued his studies at the Mission House of the Reformed Church, Plymouth, Wisconsin. He took the degree of Bachelor of Arts at the University of Wisconsin in 1926. He has traveled extensively in the United States from Yellowstone Park to New York City. These opportunities were afforded him as a member of glee clubs on four different inter-state tours. On March 8, 1926, he enjoyed the pleasure, as a member of the Wisconsin Glee Club, of appearing before President and Mrs. Coolidge and a company of guests at the White House. After being graduated from the University, he spent one year at Princeton Theological Seminary. Having always entertained a desire to perform some definite service for his home community, he finally applied for the privilege which was gladly accorded him, of teaching the school which he attended as a boy. Mr. Schneider understands children and knows how to present the subject matter in an interesting manner. He is talented in music and art and taught both in his school. We of the teaching profession of this county are very sorry to lose him. He has chosen the ministry as his life work and is studying to that end this year.

# STATE DEPARTMENT OF EDUCATION

## SECOND QUARTER EXAMINATION QUESTIONS

Directions for Giving and Scoring Quarterly Examinations.

### I. General.

1. Read carefully and follow the general directions for giving and scoring objective examinations, page 462 of the October School and Community.

### II. Specific.

#### A. Arithmetic, English, History,

All of these examinations should be printed, mimeographed or written on the board.

#### A & B Spelling.

Each word in section A should be pronounced clearly and correctly once, then may be defined or used correctly in a sentence. The sentences in section B should be read once care-

fully and distinctly, pausing where vertical marks occur.

#### A & B Writing.

Pupils' writing should be measured carefully by Ayers Handwriting Scale, Gettysburg Edition. It will also be advantageous in diagnosing handwriting difficulties to grade each pupil's writing paper according to Gray's Scorecard found on page 389 in Courses of Study for Elementary Schools.

#### B. Arithmetic, English.

All of the questions should be printed, mimeographed or written on the board.

#### B History.

Section A may be read aloud to the pupils by the teacher. Sections B and C should be printed, mimeographed or written on the board.

### Key for "B" Arithmetic (5th Grade)

A. 1. 91	12. 28,424	B. 21. 32	C. 31. 30
2. 90	13. 38,610	22. 4	32. 15
3. 90	14. 72,240	23. 8	33. 1 1/2
4. 70	15. 28,421	24. 8	34. 288
5. 50	16. 490,980	25. 2000	35. 60
6. 86	17. 638,324	26. 16	36. 45 minutes
7. 79	18. 476,100	27. 60	37. 23 years, 2 months
8. 58	19. 67,706	28. 24	38. \$1.88
9. 88	20. 47,530	29. 5280	39. \$1.48 3/4
10. 97		30. 36	40. 11 1/4 yd.
11. 18,525			

### Key to B Arithmetic (6th Grade)

A. 1. 29.252	11. 560.8	21. 60,000 tons	G. 31. 4:15 P. M.
2. 290.635	12. 12 4/5	F. 22. .5	32. 81
3. 5505.6005	D. 13. 42. 8	23. .75	33. 27c
4. 2	14. 2190	24. 83.33 1/3	34. \$51.56 1/4
B. 5. 1/8	15. .22	25. 16.66 2/3	35. 2.7041+ inches.
6. 1.10664	16. .0829	26. .875	36. \$4.75
7. 272.88	E. 17. 9 bu. 2 pk.	27. .62 1/2 (.625)	37. Mr. Jones
8. 4 1/2	18. 10 T. 75 lbs.	28. .75	38. The girl, 5 lbs.
C. 9. 20.23	19. 4 bu. 2 pk.	29. .66 2/3	39. \$4.08
10. 12 1/8	20. 2 T. 1352 lbs.	30. .16 2/3	40. one fourth

### Key to B English

A. a. From the Highwayman by Noyes	1. darkness	3. heaven	5. fir
1. wind	2. Falls	4. comforted	6. ermine
2. trees	3. feather	5. meek	7. twig
3. galleon	4. eagle	6. inherit	8. elm
4. ribbon	5. village	7. earth	9. tree
5. moon	6. Gleam	8. hunger	10. ridged
6. cobbles	7. rain	9. thirst	B.
7. inn-yard	8. mist	10. filled	a. 11. man
8. shutters	9. sadness	d. From the First Snowfall by Lowell	12. Birds
9. whistles	10. resist	1. gloaming	13. fire
10. landlord's	c. From the Beatitudes, Bible	2. busily	14. laid
b. from The Day is Done by Longfellow	1. spirit	3. heaping	b. 15. worked
	2. kingdom	4. silence	c. 16. dark
			17. cold

18. beautiful  
d. 19. fiercely  
20. gracefully  
e. 21. My dear Cousin  
Grace  
22. Cordially yours

- C. 23. in back of  
24. alongside of  
25. off of  
26. in  
27. to  
28. among

29. went  
30. came  
D. 31. brought  
32. eaten  
33. eaten  
34. ate

35. ate  
36. does  
37. saw  
38. setting  
39. broke  
40. broken

## Key to B. History.

- A. 1. false  
2. true  
3. true  
4. false  
5. true  
6. false  
7. false  
8. true  
9. true  
10. false  
11. true

12. true  
13. false  
14. true  
15. true  
16. false  
17. false  
18. true  
19. false  
20. true  
21. true  
22. true

23. false  
24. false  
25. true  
B. 26. cotton gin  
27. steam loco-  
tive  
28. sewing machine  
29. reaper  
30. Erie Canal  
31. steamboat  
32. electric tele-

- graph  
33. Atlantic cable  
34. phonograph  
35. sleeping car  
C. 36. George Wash-  
ington  
37. Abraham Lin-  
coln  
38. Executive  
39. Legislative  
40. Judicial

## Key to "A" Arithmetic

- A. 1. 11 1/10  
2. 13 1/2  
3. 17 3/8  
4. 2  
5. 7 1/2  
B. 6. 144  
7. 81  
8. 625  
C. 9. Square  
10. both (or two)  
11. product

12. triangle  
13. squared  
14. distance around  
15. length, width,  
height (or thickness)  
D. 16. 1791.  
17. 323  
18. 2392  
19. 3350  
20. 1628  
21. 3487

22. 3375  
23. 41,082  
24. 28,115  
25. 12,942  
26. 7254  
27. 54,746  
28. 26,629  
29. 31,858  
30. 2931  
31. 2040

- E. 32. 3.5 degrees  
33. \$147  
34. \$1.40 1/4  
35. 120 ft.  
36. 236,350 sq. ft.  
37. 1024 plants  
38. about 7 lbs (or  
a little more than  
7 lbs.)  
39. 21 hens  
40. \$51.56 1/4

## Key to A English

A. 1. He was the fastest runner at the track meet. He outran everybody.

2. Just as we had crossed the track and were speeding onward, the train swept past us.

3. The pencil point broke. The boy could not write.

4. The boys went home. They were all downhearted because they had lost the game.

5. Many of us help our mothers. We do this because we enjoy it.

6. "Nearly everyone has finished," said she. "Hurry, or you will be the last one."

7. Just after receiving a medal for bravery, the lieutenant was killed by a shot from a machine gun.

8. After the day's work, the men drove to the lake and went swimming in the cool water.

9. The tired mother robin flew home. She hadn't found any worms.

10. Just after Smith's few possessions had been sold, the flames spread to his office.

- B. 11. me  
12. me  
13. me  
14. I  
15. me  
C. 16. can  
17. was  
18. busted

19. sit  
20. fired  
21. done  
22. beautifully  
23. good  
24. myself  
25. laid  
26. them

27. these  
28. don't  
29. those  
D. 30. I  
31. many.  
32. were.  
33. taken

34. her  
E. 35. who  
36. whom  
37. whom  
38. whom  
39. whom  
40. whom

## Key to A History

- A. 1. favored  
2. many  
3. did not favor  
4. secession  
5. Lincoln  
6. Jackson's meth-  
od of filling  
offices  
7. Francis Scott  
Key  
8. Maine  
9. Oregon  
10. The Missouri

- Compromise had  
always been uncon-  
stitutional  
11. Early cotton  
manufacture in the  
South  
12. the introduction  
of railway trans-  
portation.  
B. 13. Maine  
14. Missouri  
15. Jefferson Davis  
16. Lee

17. 1865  
18. Civil  
19. Hudson  
20. Lake Erie  
21. Lake Erie  
22. Hudson River  
23. 1848  
24. gold  
25. Sacramento  
26. James Monroe  
27. Jackson  
28. United States

29. Spain  
30. five  
C. 31. a  
32. a  
33. c  
34. d  
35. c  
36. b  
37. c  
38. f  
39. f  
40. a



**"B" Arithmetic (5th Grade)**

Time: 40 minutes

**A. Solve the following:**

1.  $1001 \div 11 = ?$
2.  $8010 \div 89 = ?$
3.  $3510 \div 39 = ?$
4.  $1750 \div 25 = ?$
5.  $900 \div 18 = ?$
6.  $1892 \div 22 = ?$
7.  $3239 \div 41 = ?$
8.  $3770 \div 65 = ?$
9.  $6600 \div 75 = ?$
10.  $5044 \div 52 = ?$
11.  $285 \times 65 = ?$
12.  $374 \times 76 = ?$
13.  $594 \times 65 = ?$
14.  $840 \times 86 = ?$
15.  $293 \times 97 = ?$
16.  $980 \times 501 = ?$
17.  $908 \times 703 = ?$
18.  $529 \times 900 = ?$
19.  $698 \times 97 = ?$
20.  $490 \times 97 = ?$

**B. Fill in the blanks with the correct figures.**

21. 1 bushel = — quarts
22. 1 bushel = — pecks

23. 1 peck = — quarts
24. 1 gallon = — pints
25. 1 ton = — pounds
26. 1 pound = — ounces
27. 1 minute = — seconds
28. 1 day = — hours
29. 1 mile = — feet
30. 1 yard = — inches
- C. Answer the following questions:

31. How many minutes are there in  $1/2$  hour?
32. How many minutes are there in  $1/4$  hour?
33. How many hours are there in 90 minutes?
34. How many inches are there in 24 feet?
35. How many feet are there in 20 yards?
- D. Solve the following problems:

36. Mary must practice two hours a day. Today she practiced 45 minutes in

the morning and 30 minutes in the afternoon. How long must she practice after supper in order to practice two hours today?

37. Henry was born March 1, 1905. How old was he on May 1, 1928?

38. A grocer buys apples at \$3.12 per bushel which weighs 60 lbs. and sells them at 3 pounds for 25c. How much more is the selling price than the cost price per bushel?

39. Find the cost of 2  $1/2$  dozen eggs at 22c per dozen and 1  $1/4$  lbs. of butter at 75c per lb.

40. If it requires 3 yards and 27 inches to make one dress, how much goods will be needed for three such dresses?

**B Arithmetic (6th Grade)**

Time: 40 minutes

**F. Write as decimals**

22.  $1/2 =$  —
23.  $75/100 =$  —
24.  $83 \frac{1}{3} =$  —
25.  $16 \frac{2}{3} =$  —
26.  $875/1000 =$  —
27.  $5/8 =$  —
28.  $3/4 =$  —
29.  $2/3 =$  —
30.  $1/6 =$  —

- G.
31. A train that was due at 3:30 P. M. was 45 minutes late. When did it arrive?

32. John's grades in arithmetic for three weeks were 80, 75, and 88. What was his average?

33. At 48c a pound, what will 9 ounces of butter cost?

34. How much will 41  $1/4$  yards of linoleum cost at \$1.25 a yard?

35. The average annual rainfall at a certain place is 32.45 inches. What is the average monthly rainfall?

36. What is the cost of 1 hat when 3 dozen hats cost \$171?

37. Mr. Jones, a truck gardner has  $7/8$  of an acre of land, Mr. Brown has  $3/4$  of an acre. Which man has the more land?

38. A bushel of potatoes weighs 60 lbs. A boy dug  $1/4$  bushel of potatoes, his sister dug  $1/3$  bushel. Which child had more potatoes? How many pounds more?

39. A boy bought 4 shirts for \$1.48 each. He paid for them with a ten dollar bill. How much change should he receive?

40. John and his mother were driving to meet John's father who was 80 miles away. They went 20 miles the first hour. What part of the whole distance did they go?

**A. Add:**

1. 9.3, 17.05, 2.2, .702
2. 1.55, 270, .035, 19.05
3. 5.05, .0005, 5500, .55
4.  $1/2$ ,  $5/6$ ,  $2/3$

**B. Multiply:**

5.  $5/12$  by  $3/10$
6. 19.08 by .058
7. 37.9 by 7.2
8.  $2 \frac{1}{4}$  by 2

**C. Subtract:**

9. 3.97 from 24.2
10.  $2 \frac{7}{8}$  from 15
11. 657.5 from 1218.3
12.  $2 \frac{3}{5}$  from 15.4

**D. Divide:**

13. 15.836 by .37
14. 876 by 4
15. 13.64 by 62
16. 3.3989 by 41

**E. Add:**

17. 5 bu. 2 pk. 3 qt.  
3 bu. 3 pk. 5 qt.

18. 5 T. 1250 lbs.  
4 T. 825 lbs.

**Subtract:**

19. 13 bu. 1 pk.  
8 bu. 3 pk.

20. 5 T.  
2 T. 648 lbs.

21. If a mine produced 35,000 tons of coal in 7 months, what would be its yearly production at the same rate?

## B. English

Time: 20 minutes

A. Fill in the blanks in the following stanzas with the correct words.

(Choose the poem which was memorized this quarter)

- a. From *The Highwayman* by Noyes  
And still of a winter's night, they say,  
1. 2. When the \_\_\_\_\_ is in the \_\_\_\_\_  
3. When the moon is a ghostly \_\_\_\_\_  
tossed upon cloudy seas,  
4. When the road is a \_\_\_\_\_ of moonlight  
5. over the purple \_\_\_\_\_,  
A highwayman comes riding—riding—  
riding—  
A highwayman comes riding, up to the  
old inn-door.
6. Over the \_\_\_\_\_ he clatters and clangs  
7. in the dark \_\_\_\_\_;  
7. the dark \_\_\_\_\_;  
8. He taps with his whip on the \_\_\_\_\_,  
but all is locked and barred;  
9. He \_\_\_\_\_ a tune to the window, and  
who should be waiting there  
10. But the \_\_\_\_\_ black-eyed daughter,  
Bess, the landlord's daughter,  
Plaiting a dark red love-knot into her  
long black hair.
- b. or from *The Day is Done* by Longfellow  
1. The day is done, and \_\_\_\_\_  
2. \_\_\_\_\_ from the wings of Night,  
3. As a \_\_\_\_\_ is wafted downward  
4. From an \_\_\_\_\_ in its flight.  
5. I see the lights of the \_\_\_\_\_  
6-7-8. \_\_\_\_\_ through the \_\_\_\_\_ and the \_\_\_\_\_  
9. And a feeling of \_\_\_\_\_ comes o'er me  
10. That my soul cannot \_\_\_\_\_.
- c. or from *Beatitudes*  
1. Blessed are the poor in \_\_\_\_\_; for  
theirs  
2. 3. is the \_\_\_\_\_ of \_\_\_\_\_.  
4. Blessed are they that mourn; for they  
shall be \_\_\_\_\_  
5. Blessed are the \_\_\_\_\_;  
6. 7. for they shall \_\_\_\_\_ the \_\_\_\_\_  
8. Blessed are they which do \_\_\_\_\_ and  
9. \_\_\_\_\_ after righteousness;  
10. for they shall be \_\_\_\_\_.
- d. or from *The First Snowfall* by Lowell  
1. The snow had begun in the \_\_\_\_\_,  
2. And \_\_\_\_\_ all the night  
3. Had been \_\_\_\_\_ field and highway  
4. With a \_\_\_\_\_ deep and white.  
5. Every pine and \_\_\_\_\_ and hemlock  
6. Wore \_\_\_\_\_ too dear for an earl  
7. 8. 9. And the poorest \_\_\_\_\_ on the \_\_\_\_\_  
10. Was \_\_\_\_\_ inch-deep with pearl.

B. a. Underline the nouns in the following sentences:

11. The man has not returned.
12. Birds fly swiftly.
13. An open fire burned brightly.
- b. Underline the verbs in the following sentences:
14. The girl laid the flower on the table.
15. The little squirrels worked faithfully.
- c. Underline the adjectives in the following sentences:
16. The dark clouds will gather swiftly.
17. The cold weather came very unexpectedly.
18. Many beautiful things were brought when they returned from Europe.
- d. Underline the adverbs in the following sentences:
19. A cold wind blew fiercely.
20. The fleecy clouds float gracefully along.
- e. Underline the suitable forms of greeting for a friendly letter:
21. Father, Friend Mary, My dear Cousin Grace.
- Underline endings suitable for a friendly letter:
22. Cordially yours, Respectfully yours, Yours truly.

C. Cross out the word, or words, in parentheses which are incorrect.

23. The Indian stood (behind, in back of) the tree.
24. (Alongside of, Beside) him stood a white hunter.
25. Keep (off, off of) the grass.
26. The girl went (in, into) the house.
27. We were (to, at) the station.
28. There was a quarrel (between, among) the two boys.
29. The summer birds have (gone, went) south.
30. What other birds have (come, came)?
- D. Use in the blank a correct form of the word at the left of the sentence.
31. bring What have you \_\_\_\_\_ me?
32. eat Have you \_\_\_\_\_ your candy?
33. eat Yes, I have \_\_\_\_\_ it all.
34. eat Who \_\_\_\_\_ the peanuts?
35. eat Jack \_\_\_\_\_ them.
36. do (past tense) Frank \_\_\_\_\_ not like to study.
37. see (past tense) I \_\_\_\_\_ Frank and him near the corn field.
38. set Dan is \_\_\_\_\_ the plant on the table.
39. break (past tense) Who \_\_\_\_\_ the window?
40. break It was \_\_\_\_\_ by the wind.

## "B" History

Time: 20 minutes

A. Some of the following statements are true, some are false. After those which are true, write the word true; after the statements which are false, write the word false.

1. Most of the pioneers of the early days in the West were very rich.

2. The great majority of them had no possessions except what they took over the mountains in their wagons.
3. Each frontiersman could easily secure a farm of some size and thus become the owner of a home.

4. Here the people were unequal, for some were very poor, while others were very rich.
  5. The old lines, "Man's work is from sun to sun; Women's work is never done," were particularly true of pioneer days.
  6. Life in the wilderness was never lonely, for it was only a short distance from one home to another.
  7. There was little time for school so the pioneers did nothing to educate their children.
  8. In the Northwest Territory from the very first, lands were set aside to be sold or rented to furnish money for schools.
  9. The school houses were log cabins with small windows generally of oiled skin or paper.
  10. The floors were made of cement.
  11. There were no desks.
  12. Each pupil sat upon a bench made of a short log split down the center and mounted upon four legs.
  13. Heat was furnished by a furnace and all the children in the school room were kept comfortable.
  14. Henry Clay is famous for his eloquence in getting Congress to pass the Missouri Compromise.
  15. Daniel Webster was the greatest figure in American politics in his day.
  16. Calhoun declared that slavery was evil and should be abolished.
  17. In colonial times the establishment of schools and colleges had no connection with religion.
  18. By the opening of the 19th century the the character of the schools had changed somewhat.
  19. Horace Mann was a political leader.
  20. The education of girls and women lagged far behind that of boys and men.
  21. In the old days each community produced nearly all of the things it used.
  22. Without the aid of women, the early textile industries of New England could not have flourished.
  23. European immigrants after 1850 influenced the labor supply but little.
  24. New inventions decreased the growth of cities.
  25. When manufacturing was done by hand, each worker could usually make a complete article.
- B. In one column is given the names of men who were in some way connected with the inventions or other undertakings in the second column. After each number write the name of the invention or project with which the man opposite that number is connected.
- |                       |                    |
|-----------------------|--------------------|
| 26. Eli Whitney       | sewing machine     |
| 27. George Stephenson | sleeping car       |
| 28. Elias Howe        | Reaper             |
| 29. Cyrus McCormick   | Erie Canal         |
| 30. DeWitt Clinton    | Atlantic Cable     |
| 31. Robert Fulton     | Phonograph         |
| 32. S. F. B. Morse    | Cotton Gin         |
| 33. Cyrus W. Field    | Electric Telegraph |
| 34. Thomas A. Edison  | Steam locomotive   |
| 35. George M. Pullman | Steamboat          |
- C. Fill in the blanks with the word or words which will make the statement correct.
36. \_\_\_\_\_ was the first president of the United States.
  37. \_\_\_\_\_ was president of the United States during the Civil War.
  38. The three divisions of our government are \_\_\_\_\_.
  39. 40. \_\_\_\_\_ and \_\_\_\_\_.

### B. Reading

(Testing ability to reproduce what has been read.)

The teacher will select an interesting story of from 300 to 400 words suitable for grade five, (one with which children are not familiar). Pupils will be asked to read the story in about 2 minutes. At the close of which time

they will write as accurately as possible the story which they have read. Pupils will be graded on ability to reproduce all of the facts of the story. A reproduction of two-thirds of the facts is to be considered an "M" grade.

### B. Spelling

A. The teacher will pronounce and the pupils write the following words:

- |               |                  |
|---------------|------------------|
| 1. December   | 14. usual        |
| 2. January    | 15. envelopes    |
| 3. electric   | 16. biscuit      |
| 4. anywhere   | 17. obtaining    |
| 5. couldn't   | 18. forwarding   |
| 6. remembered | 19. avenue       |
| 7. satisfied  | 20. hundred      |
| 8. wondering  | 21. twentieth    |
| 9. supposed   | 22. possessive   |
| 10. hygiene   | 23. primitive    |
| 11. president | 24. colonization |
| 12. received  | 25. posture      |
| 13. studying  | 26. ventilation  |

- |              |              |
|--------------|--------------|
| 27. bacteria | 29. leopard  |
| 28. raccoon  | 30. geranium |

B. The teacher will dictate the following sentences which the pupils will write. Each underlined word counts one point if spelled correctly.

31. 32. 33. The fight | lasted many hours.
34. 35. 36. It rained | before we reached | the market.
37. 38. 39. 40. Making lace | is an interesting occupation.

## B. Elementary Science

1. What laws exist in Missouri for the protection of birds?
2. Name the birds in your locality which are for the most part flesh eaters? What foes do the birds in your community have?
3. What kind of trees grow in your school district? Which is the most valuable? What is the wood of these trees used for? What kinds of wood are used in your school room? (Example: desks, pencils, picture frames, floor, etc.)
4. Describe a muskrat. Of what value to man is the muskrat? What enemies has he? Where is his home?
5. Where are bed bugs and cockroaches found? What are their habits? How can they be exterminated?
2. Name the following famous citizens of Missouri: two writers; one artist; two statesmen; one engineer; one soldier.
3. Plan a two weeks' vacation in Missouri, stating where you would spend the vacation, how you would get there (highways and towns passed through) what you would see and what you would do.
4. Name six future needs of Missouri.
5. How and where does Missouri care for her citizens who are feeble minded? for those who are insane? How does Missouri care for you?
6. Who were the first white men in Missouri? Name the two earliest settlements.
7. Why did the French come to Missouri? Why did the Spanish come?
8. Why is Missouri called the Gateway to the West?

## B. Geography

1. What was the importance of Missouri during the Civil War?

## B Health and Hygiene

1. Imagine a new pupil has just enrolled in your school; explain to him how to play volley ball.
2. What does the condition of the cells have to do with the health of the body? What is the most common cause of sickness?
3. What are disease germs? List four rules for the prevention of disease germs.
4. Why do we have certain diseases as mumps or whooping cough but once?
5. How does the skin act as a defense against bacteria? Give examples of spore-producing bacteria, of pus-forming bacteria.
6. How may tetanus be avoided? What is anti-toxin? When is it effective?

## A and B Writing

Time: fifth grade 3.5 minutes  
 sixth grade 3.3 minutes  
 seventh and eighth grades 2.6 minutes

All pupils in the A and B classes should write the following paragraph using good movement and position and their best speed. (Pupils in the fifth grade should have a record of 50 letters per minute and a quality of 50 for a grade of M. Pupils in the sixth grade should write 56 letters per minute with a quality of 55 for a grade of M. A class pupils should write 70 letters per minute with a

quality of 60 for a grade of M.) The writing should then be measured by the Ayers Measuring Scale for Handwriting, Gettysburg Edition.

"The eastern bob-white or quail is perhaps as universally liked as any member of the bird family, not only from the epicurean standpoint, but also because of its dainty domestic habits and because of its helpfulness to the farmer."

## A. Arithmetic

Time: 40 minutes

1.  $3\frac{3}{5} + 7\frac{1}{2} = ?$
2.  $4\frac{1}{2} + 9 = ?$
3.  $5\frac{1}{8} + 9\frac{1}{2} - 2\frac{3}{4} = ?$
4.  $1\frac{1}{2} + 5\frac{1}{6} + 2\frac{1}{3} = ?$
5.  $5\frac{1}{2} + 2 = ?$
- B. Give the square of the following numbers:
  6. 12
  7. 9
  8. 25
- C. Fill in each blank with a word or words which will make the statement correct:
  9. The area of a figure is the number of \_\_\_\_\_ units it contains.
  10. The area of a square is obtained by finding the product of \_\_\_\_\_ of its sides, or dimensions.
  11. The area of a rectangle is equivalent to the \_\_\_\_\_ of its length and breadth.
  12. The area of a \_\_\_\_\_ is one half the
- product of its base and corresponding altitude.
13. A number multiplied by itself is said to be \_\_\_\_\_.
14. Perimeter means the \_\_\_\_\_.
15. A rectangular solid has three dimensions \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- D. Add:
 

16. 516	17. 87	18. 20	19. 290
136	29	899	752
135	92	541	630
179	97	164	919
825	18	768	759
—	—	—	—
20. 62	21. 873		
210	305		
709	879		
110	334		
537	827		
—	269		



## Subtract:

22. 76942 73567	23. 54952 13870	24. 53864 25749	25. 37870 24928
26. 8589 1335	27. 98202 43456	28. 45926 19297	29. 47977 16119
30. 23021 20090	31. 9586 7546		

## E.

32. The normal temperature of the body is 98.6 degrees. When Mary was ill her temperature rose to 102.1 degrees. How many degrees above normal was this?
33. What is the cost of paving a court 14 feet square at 75c a square foot?
34. Chicken wire 6 ft. high costs 8½c a foot. How much would it cost per rod?

## A English

Time: 25 minutes

- A. Where it is necessary to make good sentence sense, change the punctuation or capitalization in these sentences.

1. He was the fastest runner at the track meet he outran everybody.
2. Just as we had crossed the track and were speeding onward. The train swept past us.
3. The pencil point broke the boy could not write.
4. The boys went home they were all downhearted because they had lost the game.
5. Many of us help our mothers, we do this because we enjoy it.
6. "Nearly everyone has finished," said she, "hurry or you will be the last one."
7. Just after receiving a medal for bravery, the lieutenant was killed. By a shot from a machine gun.
8. After the day's work, the men drove to the lake. And went swimming in the cool water.
9. The tired mother robin flew home she hadn't found any worms.
10. Just after Smith's few possessions. Had been sold, the flames spread to his office.

- B. Fill in the blanks with I or me to make complete sentences.

11. Hide \_\_\_\_\_ in the woodshed.
12. Mrs. Williams invited you and \_\_\_\_\_
13. Won't you help \_\_\_\_\_?
14. You and \_\_\_\_\_ ought to help mother.
15. There are no secrets between you and \_\_\_\_\_

- C. Cross out the word which is not correct.

16. Teacher, (can, may) I get my book?

35. A rectangular field contains 8000 square yards and is 600 feet wide. How long is it?

36. The length of a plot of ground is 725 ft. Its width is 326 ft. Find its area.

37. A strawberry bed is 64 ft. long and 12 ft. wide. How many strawberry plants must be bought for the bed allowing 3/4 sq. ft. per plant?

38. A lawn is 32 ft. wide and 52 ft. long. About how much grass seed will be needed to plant the lawn, allowing 1 lb. of seed for every 225 sq. ft.?

39. A hen yard is 32 ft. by 16 ft. How many hens could be kept in the yard if 24 sq. ft. is allowed per hen?

40. How much will 41 1/4 yds. of linoleum cost at \$1.25 a yard?

17. They (was, were) away yesterday.

18. I have (broken, busted) my pencil.

19. I will (sit, set) the table for dinner.

20. John (fired, threw) the ball over the fence.

21. Mary (done, did) her work neatly.

22. She looks (beautiful, beautifully).

23. Anna sings (good, well).

24. John and (myself, I) did the work.

25. That book (laid, lay) on the shelf yesterday.

26. I know (those, them) folks.

- 27-28-29. (This, these) kind of boys (doesn't, don't) do (those, that) kind of things.

- D. In the following sentences write one word in each space to make the sentence correct and sensible.

30. I am ten years old. John is eleven years old. He is older than \_\_\_\_\_.

31. How \_\_\_\_\_ apples do you think there are in this basket?

32. John, \_\_\_\_\_ you in school last week?

33. Did he take the book? Yes, he has \_\_\_\_\_ it home.

34. Each of the girls took \_\_\_\_\_ own books home.

- E. Fill the blanks in the following sentences with who or whom:

35. \_\_\_\_\_ is that old gentleman on the park bench?

36. \_\_\_\_\_ does he resemble?

37. To \_\_\_\_\_ are you sending the flowers?

38. With \_\_\_\_\_ shall you go to the party?

39. \_\_\_\_\_ are you making that pretty apron for?

40. \_\_\_\_\_ did they choose for captain?

## A. History

Time: 25 minutes

- A. Draw a line under the word or words in parentheses which make the statement complete and correct.

1. State and private banks were (favored, opposed, abolished) by Jackson when he was president.

2. President Jackson removed (many, few, none) of the government officials.

3. The South (favored, did not favor) a high tariff on imports.

4. The fundamental cause of the Civil War was (tariff, secession, invasion, prohibition)

5. The Emancipation Proclamation was issued by (Van Buren, Polk, Johnson, Lincoln)
  6. Spoils System refers to (Jackson's methods of filling offices, slavery extension, meat inspection, Missouri Compromise)
  7. The Star Spangled Banner was written during the war of 1812 by (Julia Ward Howe, Francis Scott Key, Henry Wadsworth Longfellow, Oliver Wendell Holmes)
  8. The Webster-Ashburton Treaty established the boundary line of Oregon, Maine, Florida, Texas)
  9. Astoria was an important American settlement in (Texas, Oregon, California, Missouri).
  10. The Dred Scott Decision declared that (the Missouri Compromise had always been unconstitutional, slaves should not be taken into free states, the people of a territory could vote on the subject of slavery, the Kansas-Nebraska Act repealed the Missouri Compromise.)
  11. The invention of the cotton gin was a cause directly or indirectly of (the Civil War, early cotton manufacture in the South, the Louisiana Purchase, the "Era of Good Feeling")
  12. The event that has been of the greatest importance in the economic development of the United States is (the introduction of railway transportation, the laying of the Atlantic cable, the Tariff Act of 1828)
- B. Fill in the blank with the correct word.
13. The Missouri Compromise admitted —
  14. as a free state and — as a slave state.
  15. The president of the Confederate States of America was —
  16. The surrender of General — at Appomattox in — terminated the — War.
  17. The Erie Canal connects the — River
  18. with —.
  19. A large number of locks had to be built for —.
  20. is higher than the —.
  21. A mighty rush to California began in —.
  22. when news went out that — had been discovered near —
  23. Captain Sutter's saw mill in the — Valley.
  24. During the presidency of — the territory
  25. of Florida was seized by General —
  26. The land was then sold to the —
  27. by — for about — million dollars.
- C. Below are given the names of ten men who were prominent in the history of our country between the War of 1812 and the Civil War in various fields of service. After each name place the letter given before the field of activity in which he was noted.
- |                     |                       |
|---------------------|-----------------------|
| a. Political leader | d. Educational leader |
| b. Pioneer          | e. Labor leader       |
| c. Inventor         | f. Writer             |
31. Henry Clay
  32. Daniel Webster
  33. Robert Fulton
  34. Horace Mann
  35. Eli Whitney
  36. Brigham Young
  37. Elias Howe
  38. Washington Irving
  39. James Fenimore Cooper
  40. John C. Calhoun

#### A. Reading

(Testing ability to find headings for paragraphs)

Teacher will choose a selection from history, geography, or literature (which pupils have not previously read) of from eight to ten paragraphs. Pupils will be asked to write a

heading for each paragraph. Pupils will be graded on ability to choose appropriate headings.

#### A. Spelling

A. The teacher will pronounce and the pupils write the following words:

- |                   |                   |                  |                    |
|-------------------|-------------------|------------------|--------------------|
| 1. piece          | 9. celebrate      | 17. dealers      | 24. nominative     |
| 2. cough          | 10. comparison    | 18. applications | 25. infinitive     |
| 3. won't          | 11. league        | 19. cordially    | 26. Panama         |
| 4. decaying       | 12. sufficiently  | 20. truly        | 27. transportation |
| 5. germs          | 13. generous      | 21. umbrella     | 28. Tennessee      |
| 6. representative | 14. approximately | 22. traffic      | 29. North Carolina |
| 7. schedule       | 15. calendar      | 23. retreating   | 30. hundredth      |
| 8. citizen        | 16. henceforth    |                  |                    |

B. The teacher will dictate the following sentence and the pupils will write them. Each underlined word spelled correctly counts one point.

31. 32. The chairman | will welcome | the speaker.

33. 34. 35. 36. Regardless of expense | the subscriber |

37. 38. purchased the magazine.

39. 40. The equipment | is usually valuable

## A. Agriculture

1. Name the breeds of dairy cattle? What are the characteristics of each breed? Which breed has been the most profitable?
2. What effect has dairying upon the soil fertility of the farm? How does the productivity of the soil on the dairy farms compare with farms in which other types of farming is carried on?
3. How does Missouri rank in the number of dairy cows on the farm? Is the dairy industry in Missouri becoming larger or smaller?
4. Which of the following would you choose as the best way of starting a dairy herd? Give reasons for your choice.
  - (1) Buy a purebred herd.
  - (2) Buy a grade herd with a few purebred cows.
  - (3) Buy purebred calves.
5. What are the most important points to consider in selecting a site for a dairy barn? What should be taken as a basis for determining the amount of grain feed to give a dairy cow? What minerals should be given? How much roughage should a cow have per day?
6. What are the breeds of beef cattle? What points would you consider in judging a good beef cow?
7. What are the types and breeds of sheep? What are the distinguishing characteristics of each breed?
8. When should sheep be sheared? What should be the condition of the wool at the time it is clipped? How does the consumption of lamb and mutton per capita compare with that of beef and pork?
9. At what age are hogs generally put on the fattening ration? What is the average gain per day made by hogs in a field lot? What are the advantage of a self-feeder for fattening hogs?
10. What are five leading hog markets in the United States? How should hogs be loaded in a car for shipping at different seasons?

## A. Geography

1. Where is Alaska located? To what country does it belong? Compare its size with that of Texas.
2. Where is the largest sealing industry in the world conducted?
3. Explain the process of obtaining seal skins and the care of them.
4. Explain the process of tanning. Estimate the cost of a seal skin coat.
5. What are young seals called? Describe them.
6. What island possessions has the United States in the Atlantic Ocean? In the Pacific Ocean?
7. Which side of the Panama Canal is farther west, the Atlantic side or the Pacific side?
8. What country controls the strip of land in which the Panama Canal is built? What country controls the city of Panama?

## A. Health

1. What is a compress? Name the kinds and uses. What are poultices?
2. Explain how to make the following poultices: flaxseed, mustard, bread, soap, sugar.
3. When and how often should each be applied?
4. What are disinfectants? antiseptics? Name two disinfectants, two antiseptics.
5. From what diseases do we secure immunity by vaccination?
6. What is the duty of the Board of Health in case of smallpox? scarlet fever? What is the meaning of isolation?

## RURAL SCHOOL SECTION

## A MESSAGE TO RURAL TEACHERS

As the Christmas season approaches, and everywhere thoughts are turned toward the holiday and all that it brings, it seems that no better message can be sent to the teachers in Missouri schools than Henry Van Dyke's "The Spirit of Christmas."

Together with this message, The Department of Education sends greetings and good wishes to all teachers throughout the state.

## THE SPIRIT OF CHRISTMAS

By Henry Van Dyke

It is a good thing to observe Christmas Day. The mere marking of times and seasons, when men agree to stop work and make merry together, is a wise and wholesome custom. It helps one to feel the supremacy of the common life over the individual life. It reminds a man to set his own little watch now and then, by the great clock of humanity which runs on sun time.

But there is a better thing than the observance of Christmas Day and that is, keeping Christmas.

Are you willing to forget what you have done for other people, and to remember what other people have done for you;

to ignore what the world owes you, and to think what you owe the world;  
to put your rights in the background, and your duties in the middle distance, and your chances to do a little more than your duty in the foreground;  
to see that your fellowmen are just as real as you are, and try to look behind their faces to their hearts hungry for joy;

to own that probably the only good reason for your existence is not what you are going to get out of life, but what you are going to give life;

to close your book of complaints against the management of the universe, and look around you for a place where you can sow a few seeds of happiness?—  
Are you willing to do these things even for a day?

Are you willing to stoop down and consider

the needs and desires of little children;  
 to remember the weakness and loneliness  
 of people who are growing old;  
 to stop asking how much your friends love  
 you, and ask yourself whether you love  
 them enough;  
 to bear in mind the things that other  
 people have to bear in their hearts;  
 to try to understand what those who live  
 in the same house with you really want,  
 without waiting for them to tell you;  
 to turn your lamp so that it will give  
 more light and less smoke and to carry  
 it in front so that your shadow will  
 fall behind you;  
 to make a grave for your ugly thoughts  
 and a garden for your kindly feelings  
 with the gate open?—Are you willing  
 to do these things even for a day?  
 Then you can keep Christmas.

Are you willing to believe that love is the  
 strongest thing in the world—stronger than  
 hate—stronger than evil—stronger than death  
 —and that the blessed life that began in Beth-  
 lehem 1900 years ago is the image and bright-  
 ness of Eternal love?

Then you can keep Christmas.

And if you keep it for a day, why not al-  
 ways? But you can never keep it alone.

#### THE SCHOOL CHRISTMAS PROGRAM

Almost all rural schools have some type of  
 program or community meeting in celebration  
 of Christmas. A program featuring a Com-  
 munity Christmas tree and the singing of  
 Christmas carols will be found of lasting in-  
 terest and entirely in keeping with the true  
 spirit of the holiday season.

An outdoor event is beautiful and character-  
 istic if the weather permits. A meeting of all  
 the patrons of the district may be called for  
 planning the program and appointing com-  
 mittees. One group may furnish the tree, an-  
 other put it in place, another provide decora-  
 tions, etc.

The event may be preceded by a publicity  
 campaign with the slogan "Learn a Carol a  
 Day." Children may learn Christmas carols  
 at school, make copies of them to take home  
 to their parents, or meetings may be held at  
 different homes in the community to learn the  
 carols.

Suggested carols are:

Herald Angels Sing.  
 Holy Night, Silent Night.  
 It Came upon the Midnight Clear.  
 Joy to the World.  
 Oh Little Town of Bethlehem.  
 First Nowell.

#### An Outdoor Program

Singing Christmas Carols—Community

Vocal Solo Special Music

A Christmas Play or Pantomime

Games: "Here We Go Round the Christmas  
 Tree" sung to the tune of "Here We  
 Go Round the Mulberry Bush;" and  
 Dance of Christmas Bells—using any  
 Folk Game with groups singing as  
 they dance about Christmas tree with  
 bells on ankles and wrists

#### An Indoor Program

The Story of Christmas Carols

Singing of the Christmas Carols—Community  
 Christmas Play Union Song Service

#### OLD CHRISTMAS CAROLS

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 permission of the copyright owners.]

(The story of the old Christmas Carols  
 taken from Music Appreciation Readers Book  
 V by Hazel Gertrude Kincella, (University Pub-  
 lishing Co.), will be found interesting and help-  
 ful to children in their study of Christmas  
 Carols.)

Many of the quaint Christmas customs of  
 people who lived in Europe, long ago, are told  
 in the Christmas carols that they sang. Christ-  
 mas carols are songs or ballads especially  
 composed or "made up" to tell the story of the  
 season. There are also Easter carols, summer  
 carols, and carols for many special occasions,  
 but the carols of the Christmas season have  
 always been the favorite ones.

This old carol is one that was sung in Eng-  
 land each Christmas morning, and is still sung  
 there by the boys and girls as they go from  
 house to house calling greetings to those who  
 live within.

"Here we come a-carolling,  
 Among the leaves so green,  
 Here we come a-carolling  
 So fair to be seen.

We are not daily beggars,  
 That beg from door to door,  
 But we are neighbor's children  
 Whom you have seen before.

God bless the Master of this house,  
 Likewise the Mistress too;  
 And all the little children,  
 That round the table go."

The old Christmas carol which we know as  
 the "March of the Three Kings" is founded  
 upon a very old legend of France. It was  
 the custom in France, each year, for the boys  
 and girls to be out on the road early on Christ-  
 mas morning in the hope that they might be  
 able to see the Three Wise Kings pass. The  
 Three Wise Kings were expected to come rid-  
 ing out of the East again on camels, all hung  
 with gorgeous scarlet trappings, and making  
 the air musical by the tinkling and jingling  
 of their little silver bells. It was the belief  
 in the south of Europe for centuries that the  
 Three Wise Men rode again, each year, as they  
 did on the first Christmas, and although no  
 one was ever able to prove that they had been  
 seen, many people were sure that they heard  
 their bells ringing softly in the distance. So  
 sure are the children that they will sometimes  
 see the Three Wise Men, that each boy and  
 girl always takes with him some wisps of hay  
 for the camels, and little cakes for the Wise  
 Men.

It was this same old folk song that was used  
 by the Crusaders of the Middle Ages as a  
 marching song, and it was this same air that  
 Bizet, the famous French composer, took for a  
 theme for his composition for orchestra, en-  
 titled "Farandole."



## Report of Executive Committee

Mr. Chairman and Members of the Assembly:—As Chairman of the Executive Committee and in accordance with the provisions of the Constitution and the power given to the Executive Committee by the Assembly of Delegates we wish to submit our report. I shall briefly discuss the activities of the Association under the heads of Enrollment, School and Community, Reading Circle, Headquarters Building and Group Insurance.

### Enrollment

The enrollment for the present year will be the largest in the seventy-two years history of the Association. There will be more 100% counties and the goal of "100% everywhere" will be more nearly reached this year than in any previous year. It is estimated that the total enrollment for the year will run more than 22,500 and may reach 23,000.

### Reading Circle

The Pupils' Reading Circle is enjoying one of its best years. The sales to November 1st ran about \$40,000.00. This is about \$7,000.00 more than for the corresponding time last year. The total number of books now on the Reading Circle list in 1426. The list includes all the books required for the approval of the rural schools and in carrying out the requirements of the State Course of Study. The books on the new order blank have all been classified according to the duo-decimal system and it is hoped that the classification will be helpful to all teachers who use the books.

### School and Community

Each year the SCHOOL AND COMMUNITY reaches a high water mark of excellency. This magazine is doing much to increase the professional spirit among Missouri school teachers. Sixty cents of each membership is set aside for the use of the SCHOOL AND COMMUNITY as well as the amount of advertising which this year will reach more than \$17,000.00. The SCHOOL AND COMMUNITY is now well financed and the advertising will take care of the greater part of the expense of its publication.

### Group Insurance

One of the new activities of the Association is group insurance. Since the group insurance contract went into effect, June 1, 1927, up to November 1, 1928, a total coverage of \$6,043,000.00 has been written. To November 1st a total of 1593 policies have been issued. The total amount of money which has been paid the insurance company in premiums up to November 1st is \$47,387.50. The total amount of money which has been paid out by the insurance company in death and total disability claims is \$37,000.00. This leaves about \$10,000.00 to the good of the insurance company after a period of seventeen months. This experience amply justifies the action of the Executive Committee when it adopted this contract. It is estimated that the total number of persons holding group insurance policies will reach 3000 by July 1, 1929.

### Headquarters Building

Since the last meeting of the Assembly of Delegates the beautiful new headquarters building of the Missouri State Teachers Association has been completed, dedicated, and is now occupied by the various departments of the Association.

Subject to the approval of the Assembly of Delegates the Executive Committee has purchased a lot directly behind the Association Building. The depth of this lot is 122½ feet and the width is 110 feet. We propose to buy the lot for the following reasons:

1. To provide for future expansion.
2. To protect our present building against the erection of an undesirable building.
3. To give to the present building a more beautiful setting.

This concludes all the special business the Executive Committee has to report to the Assembly of Delegates. However, the various important committee reports will be submitted by the Chairman of these committees at a later time.

## Resolutions of M. S. T. A. Convention

The M. S. T. A. through the action of its Assembly of Delegates, unanimously adopted the following resolutions, at Kansas City, Nov. 14, 1928.

### I.

#### Legislation

A. We believe that education is a state function in a democracy and that the state is responsible for a state school system; that the support of education up to the extent of a minimum which we believe should provide opportunity for four years of high school education in addition to a standard seven or eight elementary program is a joint proposition of the state and local community; that the burden of taxation involved in carrying out the

minimum program should be uniform in all communities of the state; that in Missouri, because of constitutional limitations, the burden of taxation should be equalized upon a basis of sixty-five cents on the hundred dollars valuation; and when a local community votes the rate of sixty-five cents it should be furnished enough funds from the state to enable it to spend sixty dollars per pupil in average daily attendance for the education of its children.

In order that such a program of education may be carried out in Missouri: Be it Re-

solved: that the Legislative Committee and the Committee on Sources of Larger Revenue be instructed to present the facts concerning Missouri schools which these Committees have completed to the governor and the members of the General Assembly of this state with such recommendations as they think necessary for the development of the State School System of Missouri.

B. We heartily approve the reports of the Legislative Committee and the Committee on Sources of Larger Revenue and urge the creation of a larger distributive state school fund and a sufficient equalization fund to carry out the recommendations of the report.

C. We approve of the optional reorganization measure recommended by the committee.

D. We approve of the report and recommendations of the Teachers Retirement Fund Committee and instruct the Legislative Committee to act in accordance with these recommendations.

## II.

### Retirement

"Sound retirement systems increase teaching efficiency. The fact that twenty-two states and the District of Columbia now have state wide laws with eleven more states having laws that apply to certain cities only, and that the other sixteen states are working towards state wide retirement legislation shows that the public and the teaching profession recognize the value of this movement to the teaching profession." (Quoted from N. E. A. Resolutions for 1928.)

Realizing that Missouri has accomplished very little in this professional movement, we believe that all concerted efforts should be made toward an initial establishment of retirement in St. Louis, Kansas City and St. Joseph looking forward to a statewide retirement system.

## III.

### Tenure

"The development of the teaching profession depends in a very large measure upon the permanence of teaching positions and the freedom of teachers from those disturbances and petty annoyances that cause unrest and dissatisfaction. For these reasons this Association gives its support to all legislative movements for the securing of tenure of position for the teachers of our country." (Quoted from N. E. A. Resolutions for 1928.)

We believe that the question of "Tenure" should be given more professional attention by the Committee having this problem in charge.

## IV.

### Curriculum

"The N. E. A. recognizes the study of investigation of School Curricula as one of the important educational projects in present day education. The increase in knowledge in all fields of human endeavor has made necessary the selection of subjects for use in the school

programs of the country. The efficiency and the value of modern educational programs will depend upon a wise selection of material for use in the instruction of children. This Association notes with interest and approval the many studies and reports on the curriculum that have been made in recent years. We believe that the determination of educational objectives growing out of the study of subjects with proper objectives are essential in the development of present day school programs." (Quoted from N. E. A. Resolutions 1928.) Therefore, be it Resolved;

A. That we approve of all efforts to adjust the curriculum to the needs of the children.

B. That we recommend that all teachers who participate in this essential movement, should be given opportunity to assist in this work during regular school hours in order that they may be able to contribute more because of being more physically fit.

## V.

### Convention Attendance

"We call the attention of directors of summer schools for teachers and summer sessions of colleges and universities attended by teachers, to the importance of so arranging their work as not to deprive their student of the opportunity of attending the meetings of the N. E. A." (Quoted from N. E. A. Resolutions 1928.)

Some of the educational institutions of our state have met these conditions and we recommend that others give this problem consideration.

## VI.

### Supervision of Education at Penal Institutions

Since one of the primary functions of the Missouri Training School for Boys and the Industrial Home for Girls should be education—Therefore: be it resolved, by the Missouri State Teachers Association that we recommend to the governor elect, to the State Prison Board and to the General Assembly, that provision be made to place the educational procedure in these institutions under the direction of those professionally equipped and adequately prepared to administer them.

## VII.

### Federal Department of Education

We heartily indorse the proposed legislation providing for the creation of a federal department of education with a secretary in the President's cabinet.

## VIII.

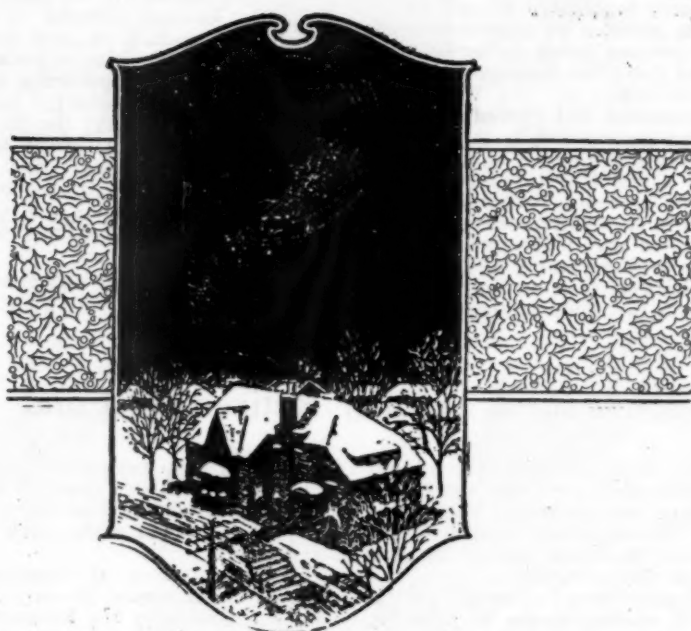
### Health Certificates for Teachers

We recommend that the Legislative Committee draft an amendment to that part of the physical education law relating to the requirement of a health certificate for all teachers, with the end in view that the requirement may be enforced.

## IX.

### Code of Ethics

Whereas, a code of ethics that does not provide a penalty for its disregard is little better than no code,



## Holiday Greetings

from

the men and women who every  
day throughout the year earn-  
estly try to give you the best  
possible telephone service.

**SOUTHWESTERN BELL  
TELEPHONE COMPANY**

Therefore, be it resolved by the Assembly of Delegates of the Missouri State Teachers Association that the Executive Committee of this organization be and hereby are ordered to set up the necessary machinery to provide a hearing for those accused of unprofessional conduct and that persons found guilty be suspended or expelled from the Association.

X.

#### Association Organization and Procedure.

Resolved that we recommend to the Executive Committee that a committee be appointed by the Executive Committee to make an investigation of the present organization and procedure of state and district associations in this and other states and make such recommendations to the 1929 Assembly of Delegates as they see fit, and that they be instructed to offer an amendment in behalf of these recommendations if they so desire.

XI.

#### Appreciation

We deeply appreciate the spirit of hospitality shown us by the citizens of Kansas City through the medium of local committees and organizations. We wish especially to express our thanks for the opportunity to visit classes stressing "creative teaching;" for the play festival of Friday evening; for the excellent and comprehensive publicity given to the proceedings by the newspapers; and for all other courtesies extended to the Association.

We particularly thank the officers of this Association for the effective program that has been provided.

Respectfully submitted,

HEBER U. HUNT,  
Chairman.

## Reasons for a Teacher Retirement Fund

Future progress demands that the children of the United States shall have the best teachers that the Nation can produce. The teacher is the heart of the school; and for that reason the teaching personnel should be kept at the highest possible standard.

A sound and satisfactory teacher-retirement system is a leading factor in enlisting and retaining capable men and women in the profession. This principle was early recognized in European countries where now Teachers' Retirement allowances are provided almost universally.

Retirements and disability provisions obtain in Belgium, France, Great Britain, Italy, Germany, Holland, Austria-Hungary, Denmark, also in Japan, New Zealand, outside of Europe. The first city in the United States to establish a Retirement Fund for its teachers was Chicago in 1875, followed later by New York City and many others until now Boston, Buffalo, Chicago, Cincinnati, Cleveland, Detroit, Philadelphia, Minneapolis, Milwaukee, St. Paul and many other cities too numerous to mention have a Teachers' Retirement Fund. There are also twenty-one state systems.

Economically, no school system of a large city is completely effective, unless there is a sound and satisfactory method of retiring aged teachers with the consequent freedom from anxiety. Only a sound and satisfactory Retirement Fund can prevent either the dismissal of aged teachers without resources, or the sacrifice of the best interests of the schools in order to continue the employment of teachers who are not capable.

Socially, men and women of character and intelligence are willing to undertake difficult public service that is poorly paid, but it is too much to expect them also to sacrifice the prospect of security and dignity in old age and disability.

Educationally, there is great need to attract and retain and advance able men and women

in teaching as a permanent career. A sound and satisfactory Retirement Fund will do this. The time has come when every large city and every state should make such provisions for its teachers.

The organization of Teachers' Retirement systems in existence is very satisfactory as has been proven by the Research work of The Carnegie Foundation for the Advancement of Teaching; the survey of the National Education Association, and the Bureau of Education, Department of Interior, Washington, D. C.

I shall be glad to furnish any member of the M. S. T. A. with the information in regard to the bulletins from these sources.

The cities that already have a Teachers' Retirement system are to be congratulated and few subjects of educational legislation so directly influence the quality of the teaching personnel which a city will command, as that dealing with a sound and satisfactory teacher retirement system.

To sum up my reasons for a sound and satisfactory Teachers Retirement system, the children, the public and the teacher have a common interest in the problem.

"Sound retirement systems increase teaching efficiency." The fact that twenty-two states and the District of Columbia now have state wide laws with eleven more states having laws that apply to certain cities only, and that the other sixteen states are working towards state wide retirement legislation shows that the public and the teaching profession recognize the value of this movement to the teaching profession." (Quoted from N. E. A. Resolutions for 1928.)

Realizing that Missouri has accomplished very little in this professional movement, we believe that all concerted efforts should be made toward an initial establishment of retirement in St. Louis, Kansas City and St. Joseph looking forward to a statewide retirement system.





*They're Healthy!*

Help them stay that way

BUY CHRISTMAS SEALS

THE NATIONAL, STATE, AND LOCAL TUBERCULOSIS ASSOCIATIONS OF THE UNITED STATES

---

The Committee believes that it will be to the best economic, educational and social interests of the State of Missouri, to establish a Teachers' Retirement Fund in St. Louis, Kansas City and St. Joseph.

It is however, the sense of this Committee that the approach to the Legislature in January, 1929, for an enabling act, should be made by the Boards of Education of St. Louis, Kan-

sas City, and St. Joseph and not by the State Teachers' Association or representatives of the teachers, believing that the Teachers' Retirement Fund is justified in an appeal in the interest of childhood and not as a personal favor to a class.

Anne R. Waney  
Chairman of M. S. T. A.  
Retirement Fund Committee.

## Sam's Tail

By  
Bob White (Pen Name).

**B**OBBY MILTON was seven years old when an event took place in his life, that he never forgot. Bobby lived on a farm in south Missouri, with his parents. About a mile from his home was a swamp, where frogs, snakes and creepy things lived. Bobby's mother had repeatedly told him never, never to go near this much feared place, as it was treacherous, with sinking and slimy mud.

Bobby had a black pony called Sam. Boy and pony were very congenial friends, and were together a great part of each day.

One day as Bobby was riding over the farm, adventure seized him, and he rode farther from home than usual. Finally as he came in sight of the dreadful swamp, he was surprised to see lilies blooming out in the black mud. Now the boy was a great lover of flowers and immediately he began to admire the beautiful snow-white lilies, from his throne of safety in the saddle. Why couldn't he get one, just one and take it to mother? True, she had said never to go near the swamp, but she surely never knew that lilies grew there, and the swamp didn't seem so fearful now that he was really in sight of it. So after gazing at the coveted prizes for a few minutes, the adventurous boy slowly dismounted, and with his bridle reins in hand, went a little closer to view the flowers. How could such snow-white lilies grow out of such black mud? The largest and most beautiful blossoms grew only about five feet from the edge of the swamp. Surely, he could step lightly out, one or two steps, and then reach the prize. He looked at Sam, who with tired, drooping head, neither encouraged, or discouraged his little master's adventure. Bobby measured the distance with his eye, then his arm the same. Then he pondered, "Oh, yes, Mother has so often said not to go near the swamp—" But then, wouldn't she forgive him when he

presented her the most wonderful flowers she had ever seen? Surely she would. He dropped his reins and stepped cautiously out with one foot, and gradually let his weight shift onto the erring member. Good! it didn't go down over three inches, only one more step and then he could reach the proud stem. He glanced again at Sam. The pony was dozing contentedly with closed eyes. The effort seemed promising. The second foot left solid ground. The little hand reached for the prize when—the terrified child dropped to his knees in soft, cool mud! He frantically struggled to get out, each effort seemed to drag him down deeper into the awfulness! Fear took possession of him. Try as he could, the slime soon reached his struggling, trembling waist. The pitiful boy knew it was useless to scream as no one was within sound of his voice, but it is one of exhausted nature's last resorts, and with wildly waving arms, he screamed and prayed for help! Oh, why hadn't he obeyed his mother? The mother he'd never, never see again!

Sam roused up when Bobby began to scream. He took a step nearer the distressed boy. Then like the boy, fear possessed him. He raised his head and turned his ears directly toward the screaming, struggling child,—gathered himself together, whirled around to run away!, and swept his long bushy tail within reach of the despairing child, who grabbed it with both hands, and clung on with insane, grateful strength, until the pony dragged the dripping, half-fainting child out of his living grave onto dry, firm ground.

A half hour later, a muddy, weeping little boy sobbed out the story in his mother's loving arms and as her grateful tears mingled with his, he kept saying:

"Mother, I've learned a great lesson; I'll never do what you tell me not to, again!"

## TEACHING THROUGH PUBLIC OPINION

(Continued from page 590)

There is a well-marked tendency in high places to look upon this improvement of the standard of life not only with satisfaction, which is justified, but with self-satisfaction. In the utterances of certain leading men I think I detect traces of the conviction that the people now inhabiting this country are congenitally superior to their ancestors and their cousins in Europe, and that the seat of that

European civilization which gave the Western World its religion, its science, its art, its industry, its political philosophy is morally and intellectually no longer greatly important to us. That, ladies and gentlemen, is a stupid illusion, it is a corrupting illusion, for of all the vices which rot the soul of a people no less than of an individual, the most dangerous is self-complacency. We are in great danger of

falling into self-complacency today. Anybody can admire success; anybody can stand open-mouthed before something immense. Even the meanest mind is impressed by sight of quantity. It does not take any education whatever to become excited about the biggest town, the biggest building, and the biggest profits, and the fastest car, and the fattest man and the thinnest woman, the largest exports and the greatest imports, and the biggest navies. Why, this idolatry of Success in terms of quantity has got to the point where in New York not so long ago a prize was given to the boy with the largest number of freckles on his face.

Now, to be educated is to worship other gods than these and to recognize a love of that perspective of deeds and that precision of minds which is the soul of Beauty and of Thought.

There is, moreover, really no very strong reason for self-complacency. Fifteen or twenty years ago it was generally assumed that a Democratic government, based on universal suffrage, was bound to spread to all countries and that in each it would be only a matter of a comparatively short time before Democracy had established peace between the nations and brought economic forces under social control. That old faith seems very simple-minded today. And instead of the triumphant progress of popular government we are living in the midst of world-wide reaction against popular government. If we look squarely at the facts it must be evident that Democracy, as we understood it before the war, never did take root in Asia, Africa, or the greater part of Latin America, but in Europe and the United States its position seemed assured. That is not the case today. At this moment the whole of Southern and Eastern Europe is governed by dictatorships. Some of these dictatorships are of the right, the Fascist Dictatorships like that of Mussolini in Italy; some of the dictatorships like that of the Bolsheviks in Russia, but whether true dictatorships of the right or of the left, they are agreed on the fundamental principle that nations cannot and should not be governed by popular vote and with consultation of the people.

Throughout regions of the world then Democracy as originally established in this country and developed abroad is denied in principle and rejected in practice. That is a stupendous historic fact and I venture to suggest to you that throughout the rest of your lives and of your pupils' lives this fact will be encountered whenever men pay serious attention to public affairs, for Democracy has not only been abandoned in large parts of the world, in those parts of Western and Northern Europe and America where it is still maintained in practice it is maintained under serious difficulties and its future is obscure.

It has become impossible then for our generation to live on the complacent assumption that popular government is firmly established, that the theories upon which it rests are unassailable and that a little improvement in the

## Detroit Children *amaze directors of National Federation*

SITTING there, you could hardly believe your eyes . . . or your ears. 2500 children, gathered from public schools in and around Detroit, listening with the rapt attention of adults to an appreciation program by the Detroit Symphony Orchestra. Listening . . . and understanding.

They had learned from Victor Records the pieces the orchestra played. Directors of the Board of the National Federation of Music Clubs were thrilled and gratified beyond expression. They will tell you that it was a convincing demonstration of *prepared Music Appreciation Courses*.

Then, at the conclusion of the orchestral program, the children rose and sang Schubert's "Hark, Hark, the Lark," as with one voice! Not a hesitant note. Not an indistinct word. A vast chorus singing in perfect unison, without mass rehearsal, because they had studied the song from the same Victor Record. (4008.)

Strict adherence to the plan of study outlined, plus the fine co-operation of the Detroit Symphony Orchestra in arranging and playing beautifully their children's programs, is the secret of Detroit's success. This success can be yours too. Write for further information.

*Educational Department*



VICTOR TALKING MACHINE COMPANY  
CAMDEN, NEW JERSEY, U. S. A.



details is all that we need to think about. The matter is not so simple as that.

The Democratic theory was originally worked out for a small nation of detached villages in which each voter could expect to understand the problems of that village when they had to be settled. But the modern system is complicated to an unheard of degree. The newspapers cannot report what is going on. The schools cannot begin to teach their pupils how to grasp it all, and the moralists cannot see enough of the facts or of the distant and unseen consequences of the events to give a clear guide for people to follow. We are engaged by popular vote in attempting to govern a society which is so huge, so complicated, and so invisible that no man can see it all and few men can see even a part of it clearly.

The problem of Democratic government turns on how men with finite minds can master events that are infinitely complex; how men with limited education can understand questions that are technical and intricate; how men with confused consciences are to formulate rules of conduct in a world which is vastly different from that in which their traditional rules of conduct were formulated.

Now, many of our greatest problems arise out of the fact that within the last few decades the center of power in the world has passed from Europe to America. This is one of the greatest events in the history of mankind. The civilization that you and I inherit had its origin somewhere in the region where Europe and Asia meet. It then found its home around the shores of the Mediterranean within the frontiers of the Roman Empire. It then pervaded the whole continent of Europe and from there it was carried by conquerors and colonists to the New World. But for 2,000 years its moral and cultural center has been Athens, or Antioch, or Alexandria, or Rome, Florence, Paris, Madrid, London. We are now entering a phase of human history in which the New World is more powerful than the Old from which it derives its civilization.

Within a period so brief that even a man of my age has seen the whole of it, the United States has been transformed from a relatively unimportant province in the civilization created by the European white man into a power whose influence is decisive in every corner of the world. No nation ever became so powerful so quickly, so unexpectedly, and with so little preparation. When I heard the address at my college commencement nobody dreamed that within a few years we should be called upon to play a decisive role in the affairs of mankind. Events have proved that we were then living in a dream world and assuming that the older American Republic which we learned about at school would go on forever. We know better now. That old American Republic no longer exists. In its place there has arisen one of the most gigantic powers which ever entered into the destiny of mankind. But the generation which is now in authority is still rubbing its eyes, unwilling to believe that this great change has taken place and very

much bewildered as to what to do about the change, even if it believed in it.

By the time your pupils are ready to take charge of affairs the meaning and consequences of this revolution will be much clearer than they are today and they may be able to see what the responsibilities of this nation are in view of its power. Nobody today has any clear notion of what the new power of the United States is or what responsibility goes with it. The hesitancy and confusion which you have noticed all through our foreign policy for the last 15 years, from President Wilson's attempt to intervene in Europe, to President Coolidge's experiments in Nicaragua are the proof that nobody in authority as yet understands the new American position in the world and the rising duties which go with it.

No more striking evidence of this fact could be adduced in American foreign policy than the current misunderstanding in the midst of which Great Britain and the United States are drifting into a race of naval armament. Surely, in all the world, among all the nightmares that the human imagination can conjure up, there can be nothing more tragically preposterous than the spectacle of the two branches of the English-speaking people arming against each other. If two peoples talking the same language, tracing their institutions and political ideals back to the same sources, having the same literary and spiritual heritage, cannot work out so comparatively simple a thing as an agreement about navies, then all the fine talk about peace and about the throes of war is so much hifaluting nonsense. There has got to be agreement about navies, we grant you. You and I must not bequeath to the children now in school the terrible heritage of potential war between Britain and the United States. If we do, we shall have failed utterly and they will with perfect justice look back upon us with scorn.

A third great problem which this generation and the next will have to deal with arises out of the domination of the great urban industrial centers. The American system of government and American political tradition were established in a country in which life on the land was the characteristic way of living. That is no longer wholly true. Even the farmer in America today is becoming kind of a suburbanite. The cities have grown so big that in many ways they overshadow the countryside and set the pace and tone of American life. Our whole domestic policy for 50 years has tended to build up these great concentration points in the cities and it does not require larger powers of prophesy to see that a nation dominated by people in cities is bound to be a very different kind of a nation from one dominated by people living on farms. The political effect of this developing change in the character of American life has already begun to undermine both the two great political parties. The Republicans this year were shaken by a tremendous conflict between men devoted to agriculture and Easterners devoted to large business. The Democrats may have



disintegrated under the force of that conflict—I am not going to talk politics and so I shall not do more than suggest to you that you look beyond the personalities and realize in this election you have probably witnessed the overture to a struggle, a political struggle, between the new civilization of the cities and the old civilization of the countryside which will engage your attention for many years to come. It is no accident of politics, but a manifestation of history in the making that the Republicans should divide themselves, divided by the conflict of interests between farmers and manufacturers, and the Democrats should be passing through an intense struggle due to the rise of a man who embodies and represents the needs and ideas of the masses in the great cities. (Applause). I do not believe that this election has ended that conflict in either party. On the contrary, I feel certain that this election has only begun to reveal the nature of the historic conflict which lies ahead. It is a conflict I need hardly say which will test to the uttermost not only the tolerance of the American people, but their wisdom.

But there is still a deeper matter than any of those I have mentioned, a matter which each of your pupils is bound to encounter in the most intimate portions of his life. I can perhaps best indicate the nature of it by saying that there are certain signs which indicate that the generation to which your pupils belong is more than a little bothered with the agitations of the generation to which you and I belong. I refer particularly to that excited

dispute in the realm of morals between those who wish to impose upon us all the commandments of their consciences, thinking that their consciences are inspired, and those who think that by obeying their instincts they can realize their possibilities and find happiness. You can easily identify the competition on each side. The army of those who fight for conscience call themselves "Conservatives;" their opponents call them "Reactionaries," "Patriots," "Puritans," "Sectarrians," "Blue Stockings," and "Blue Noses." Those who fight for instinct, temperament and self-expression call themselves "Liberals;" their opponents call them "Licentious," "Pagan," "Barbarous," "Crack-brained," "Morbid," "Radical," and "Red."

An old gentleman, I think it was, once remarked after surveying this battlefield, that, "It was a fight between the 'Mossbacks' and 'Montebanks.'" Now, his language may sound a bit rough to you but I strongly suspect that the wisest of the younger generations are likely before very long to be saying much the same sort of thing. For the old gentleman was saying, I take it, that the current hullabaloo about "Conservatives," and "Liberals," conscience and instinct is a superficial affair and that the real issues lie deeper than either side is willing to admit.

At the root of our conservatism there is a belief that civilized and enduring happiness can be achieved only by regulating the natural desires of men. There are many kinds of conservatism, but they are all agreed, I think, that our passions, instincts and impulses, if

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left to run wild will disorganize society and reduce the individual to confusion and despair. Every conservative believes that the natural man is a bundle of passions, each of which is capable of incalculable evil and that civilization depends upon setting up some kind of authority outside of the man, or inside of him, to keep his various passions within limits and to organize them harmoniously.

Liberalism, on the other hand, has always been based on a much more optimistic view of human nature. The liberal almost invariably assumes that man is naturally good and that he becomes morally perverted and deformed by being compelled to conform to artificial and tyrannical rules. Madame de Stael stated the theory of most liberals when she said, "We must see with our primitive, incorruptible, and naive and passionate nature there is conflict with the barriers and shackles of conventional life."

The fact they have such opposing views of human nature accounts for the fact that the emphasis of the conservative is on order and of the liberals on freedom; that the conservative talks about discipline and the liberal about self-expression. The conservative about standards and the liberal about personality; the conservative about character and the liberal about temperament; the conservative about conscience and the liberal about desires; the conservative about tradition and the liberal creativeness; the conservative about authority and the liberal about experimentation.

Now, this debate can easily become a real war of words, subtle and interminable. It has gone on so long with so little result that many people have concluded that men are born conservative or liberal, as the case may be and that to try to decide whether it is better to have been born the one or the other is no more important, and much less amusing, than to try to decide whether, for example, gentlemen are or not born to prefer blondes.

Your pupils are going out into the world where there is no longer a generally accepted moral code, a world where all conditions that determine conduct are in dispute. They will inherit the results of four centuries of criticism and skepticism as to the nature of morals, the source of morals and the sanction for morals. They will live in a generation for whom the revered and dogmatic basis of morals no longer has its old full authority. The results of this must already be apparent to you. It appears as a kind of bewilderment in the souls of men as to what constitutes the real objects of life. The bewilderment works itself out in many forms, in a lust for power, in a lust for wealth, in a lust for excitement and then again in frustration and sheer nervous instability. The men who go mad about making money, the men who go mad seeking publicity, the men who go mad seeking pleasure, thrills and escaping boredom, and the man who is all nerves, and confusion, and bad dreams, and fears, are all symptoms of an age that has ceased to have any central ideal of human life.

The generation which has preceded ours, especially the last four or five generations,

lived under the spell of an enormous delusion. They believed that if you could destroy the authority of the ancient traditions of mankind and free man of the tyranny of old authorities that man would then be emancipated and happy. They imagined that man was so naturally good, that his instincts were so naturally right that if only you let him follow his impulses he would create a heaven on earth. Your generation and mine can no longer believe that. Its task, therefore, is to discover, without the help of dogmatic authority and by its own critical insight alone, that wisdom in the art of life which men once received as tradition from their ancestors. The age which is passing was full of men who had marvelous critical power in showing where the established moral condition interfered with free and happy living. You can see that in the literature which it produced, a literature which for all its freedom has yet to create one man or woman who expresses in positive and convincing form an ideal of a modern type. There is no modern philosophy as yet which permits the creation of a modern ideal.

In the last analysis, the generations which preceded ours have been able to conceive no ideal except that of the rebel against the orthodox traditions. They have never been able to define what kind of a man or woman there would be in the world if there were no longer George F. Babbitt and Mrs. Grundy, if there were no Puritans, Victorians and no 100 percenters to keep them from living gloriously. Your pupils will no doubt encounter Babbitt and Mrs. Grundy in their time, but I cannot believe they will continue to fill their whole horizon. To most of them who are the most deserving it will seem, I am sure, that Babbitt and Mrs. Grundy were the scapegoats their fathers and grandfathers delighted in beating up. They are bound to look beyond them and to wonder whether somewhere on the horizon there are not to be found the outlines of an ideal type of identity through which one can express not merely what he dislikes but what he likes. I believe that this next generation has a much more difficult thing to do than those who preceded it.

We developed our own powers of criticism to an extraordinary pitch, but they, while needing their powers of criticism and all that go with them, of hatred, of sham and fake, and jingoism, and hokum, and false sentiment, and false spirituality, will have to develop also their power of imaginative insight for they will have to look beyond, telling the world what they disbelieve; they will have to find out what they do believe. They have a much harder task but a more interesting one. Your generation and mine is already bored to death, I think, with elaborate denunciation and satire directed against Mr. Babbitt and Mrs. Grundy. It has chewed that old straw too long and it waits with great eagerness, I think, the appearance of a new generation of thinkers who know how to do something else besides rummage about in the rubbish heap left by old rebellions and are ready to begin building a richer habitation for the modern soul.

I thank you. (Applause).

## IS YOUR NAME IN THIS LIST?

On the following pages are printed the names of those who have thought about others in a very practical and honest way. They are those who have availed themselves of the opportunity of insuring their lives by the method provided by the Missouri State Teachers Association. Thus they have added to the protection of dependent mothers, fathers, sisters, brothers, their creditors or their estates. They have taken a thought for the future.

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 Gallatin, James L., Stover  
 Galvin, Dorothea Mary, St. Louis  
 Gammeter, Walter, St. Louis  
 Gardner, Clara, Joplin



Gartenbach, Margaret, St. Louis  
 Gartman, Sallie J., Bowling Green  
 Gaston, Renee Frances, St. Louis  
 Gehrs, John Henry, Cape Girardeau  
 Geisel, Dorothy Alice, St. Louis  
 Gekeler, Carrie Saloma, St. Joseph  
 Geraghty, Teresa B., St. Louis  
 Gerber, Rosetta Mae, Maplewood  
 Germane, Charles E., Columbia  
 Gerling, Henry Joseph, Kirkwood  
 Gibbs, Walter C., Columbia  
 Gibson, Isabella, St. Louis  
 Gilbert, Angie Louise, St. Louis  
 Gilchrist, Evelyn L., Kansas City  
 Gill, Elizabeth, St. Louis  
 Gillaspay, Mrs. Linnie Howe, Columbia  
 Gilmore, Louise C., Webster Groves  
 Gilmore, Jesse M., Kansas City  
 Girault, Leonide Marie, St. Louis  
 Gilson, Jr., A. S., Richmond Hts.  
 Gladden, Annie Missouri, Laquey  
 Gladden, Leander Jackson, Laquey  
 Glasfelter, Alice M. M., St. Louis  
 Gleason, Hattie Young, Joplin  
 Godbey, Walter Angus, St. Louis  
 Godwin, James Fielding, Easton  
 Guetsch, Gustav F., Kirkwood  
 Gooch, Georgia Etta, Vandalia  
 Golden, Lulu Maria, St. Joseph  
 Goodrich, Nell L., Valley Park  
 Goldstone, Bess H., St. Louis  
 Gordon, Nora, St. Louis  
 Goodman, Nellie J., Sikeston  
 Gore, William A., Webster Groves  
 \*Goodin, John Haw, Benton  
 Goslin, Willard Edward, Slater  
 Gotsch, Berenice Miller, St. Louis  
 Gotsch, Norma Emma, St. Louis  
 Gough, Hettie Scott, St. Louis  
 Gove, Charles Henry, Richland  
 Grant, Robert A., St. Louis  
 Grassman, Adelaide, St. Louis  
 Grannemann, Clara A., New Haven  
 Graves, Lillian, Webster Groves  
 Graves, Lyman Dillard, Dexter  
 Grebe, Sallie V., Rockport  
 Gray, Samuel Harold, St. Louis  
 Green, George Henry, Lexington  
 Greenman, Jessie More, St. Louis  
 Greene, Gertrude E., Kansas City  
 Gregory, Olivia S., St. Louis  
 Greer, Winnafred, Bertrand  
 Gregory, Anna Breese, St. Louis  
 Griffith, Clara, Koshkonong  
 Greiner, Ottilie Minerva, Kirksville  
 Griffith, Mary Phebe, Carthage  
 Gribble, Stephen Charles, Maplewood  
 Griffith, William Walter, Ferguson  
 Griffen, Emily Jane, Webster Groves  
 Griffin, Harold D., Columbia  
 Griswold, Julia Bell, Clayton  
 Groce, David Ulmo, Rich Hill  
 Groenwold, Ella, Warrensburg  
 Grogan, Stella, St. Louis  
 \*Gromer, Samuel David, Columbia  
 Gross, Anna Laura, St. Louis  
 Grove, Agnes A., Kansas City  
 Gross, Laura P., St. Louis  
 Grove, David Charles, Union Star  
 Groves, Cozette Aleene, Holden  
 Grueb, Paul Max, St. Louis  
 Guenther, Wm. H., Lexington  
 Guerin, Elizabeth Adele, University City  
 Guhman, Clara M., St. Louis  
 Gum, Robert Wayne, Flint, Mich.  
 Gustafson, Carl Frederic, Kansas City  
 Guthrie, Mary Jane, Columbia  
 Gwinn, Richard L., Jefferson City  
 Hackley, Jo, Ella, Corder  
 Haeseler, Ella Louise, St. Louis  
 Hageman, Bertha, St. Louis  
 Hagen, Bessie Susan, St. Louis  
 Hagenow, Charles F., St. Louis  
 Hailey, Mary Elizabeth, Kansas City  
 Hailey, William H., Kansas City  
 Hall, Lucille, St. Louis

Hall, Mary V., St. Louis  
 Hall, Rebecca Gertrude, Moberly  
 Hall, Medora Alice, St. Louis  
 Hall, Wilhelmina, C., St. Louis  
 Hall, William John, St. Louis  
 Hall, Wm. Wesley, St. Louis  
 Hamer, Edie Maude, Cameron  
 Hallock, Mary Evans, St. Louis  
 Hamilton, Goldy M., Dwight, Illinois  
 Hamilton, Mabel E., Holden  
 Haney, Russell Ford, Plymouth, Ill.  
 Hammon, Mary, St. Louis  
 Hankins, Paulina, Cassville  
 Hankins, John Love, Cassville  
 Hankins, William Elijah, Cassville  
 Hanson, Frank Blair, St. Louis  
 Hanson, George Willard, Ironton  
 Hanthorn, James N., Independence  
 Harbaugh, Isem, Bernie  
 Hardaway, Luther, Chicago, Ill.  
 Harding, Alvaretta S. A., Jefferson City  
 Harman, Robert V., Columbia  
 Harper, Anna Beatrice, East Prairie  
 Harris, Louvina Jane, Commerce, Okla.  
 Harris, Sallie Hall, Columbia  
 Harrison, Anna Laura, Horton  
 Hart, Maynard Mansell, St. Louis  
 Hartman, Dena, Maryville  
 Hartnagel, Florence A., St. Louis  
 Hartnagel, Irma, St. Louis  
 Hartzell, Essie Newton, Montreal  
 Harwood, Mayme B., Warrensburg  
 Hastings, Alice Regina, St. Louis  
 Haswell, Susan Edna, Joplin  
 Hatz, Julia, Warrensburg  
 Hausperger, Josephine W., St. Louis  
 Hausperger, Katharine, St. Louis  
 Hawe, Loretta M., St. Louis  
 \*Hawkins, C. A., Maryville  
 Hawkins, Mrs. Bertha Leonora, Cape Girardeau  
 Hawkins, G. L., Webster Groves  
 Hawkins, Lola Louise, Monett  
 Hawkins, William John, Clayton  
 Hawley, Francis Field, Marshall  
 Hawley, Frederick Wm., Parkville  
 Heimberg, Helen Esther, St. Louis  
 Hay, Margaret, St. Louis  
 Hein, Wm., St. Louis  
 Haymes, Arvella J., Springfield  
 Heldman, Stella, Jefferson City  
 Heil, Elizabeth M., St. Louis  
 Heltzell, Lillian May, St. Louis  
 Heller, Otto, St. Louis  
 Hendricks, Eldo Lewis, Warrensburg  
 Hendricks, Viola Murphy, Warrensburg  
 Henning, Oscar Adam, Rolla  
 Hereen, Margaret A., St. Louis  
 Heritage, Ray, St. Louis  
 Herring, Helen, St. Louis  
 Herrington, Mrs. Mary Muff, Kansas City  
 Herrod, Helen Mary, Webb City  
 Hess, James, Rolla  
 Hess, Mary Isabell, Sikeston  
 Hewitt, Edith M., St. Louis  
 Hewitt, Mary Ellen, St. Louis  
 Hibbard, Herbert Wade, Columbia  
 Hickman, Mary, Kansas City  
 Hidey, Everett Agnew, St. Louis  
 Hill, Claire Mildred, Trenton  
 Hill, Betty Eleanor, Moberly  
 Hill, Robert E. Lee, Columbia  
 Hill, Lawrence, Webster Groves  
 Hinchman, Frances E., St. Louis  
 Hinchey, Allan H., Cape Girardeau  
 Hirsch, Van Buren, Rolla  
 Hinters, Justin Ann, Kansas City  
 Histed, Catherine Elizabeth, St. Louis  
 Hinton, Wm., Martin, Lexington  
 Hitch, Arthur Martin, Boonville  
 Hoback, Herbert Ival, Russellville  
 Hodge, John Frederick, St. James  
 Hodge, Joseph Thomas, Cassville  
 Hodge, Reva, St. James  
 Hoefele, Louise C., St. Louis

Hoenshel, Ernest Eli, Chillicothe  
 Hoffman, Clara Luella, Cape Girardeau  
 Hoffman, Benj. Franklin, Columbia  
 Hoffsten, Ernest Godfrey, Webster Groves  
 Hohmann, Dora, St. Louis  
 Holden, Raymond Francis, Ferguson  
 Hollenbach, Lina, Maplewood  
 Hollowell, Lillie Leedom, Queen City  
 Hollman, Julius, William, St. Louis  
 Holt, Henry Calvert, Boonville  
 Holm, Victor S., St. Louis  
 Holtan, Arthur Egbert, Rosendale  
 Holtzapfel, Lillie Jane, Cameron  
 Homeyer, Florida Mabel, St. Louis  
 Hoos, Ida Mina, St. Louis  
 Hoover, George Earl, Warrensburg  
 Hope, Fannie, Maryville  
 Hopkins, Carrie Elizabeth, Maryville  
 Hornberger, Carrie E., Harrisonville  
 Horstmann, Ida Amalia, St. Louis  
 Hosey, Gertrude, Warrensburg  
 Hospes, Cecilia L., St. Louis  
 Houghton, Nealie Doyle, Kirksville  
 Hounsom, Niota Belle, Glenwood  
 Hout, Gus Jay, Kansas City  
 Houts, Mrs. O. L., Warrensburg  
 Howard, Clara E., Springfield  
 Howard, Harvey James, St. Louis  
 Howlett, Rayall Sheffer, Ferguson  
 Howorth, Minnie Moore, Chester, Illinois  
 Hubble, Clarence Earnest, Wheeling  
 Hudson, Charles Benoni, Warrensburg  
 Hudson, Mervin Claud, Westboro  
 Hudson, Zella Parks, Warrensburg  
 Huff, Ethel Eleanor, Kansas City  
 Hughes, Bessie Lee, Festus  
 Hughes, Peter Thomas, Fulton  
 Hughes, Sarah Ellen, St. Louis  
 Hull, Isabell Leighton, St. Louis  
 Humphreys, James Clarence, Fulton  
 Humphreys, Pauline A., Warrensburg  
 Hunt, Inez Rodes, St. Louis  
 Huntington, Albert H., Webster Groves  
 Hupe, W. F., Montgomery City  
 Hutchison, Rachel Gladys, Kansas City  
 Hutzel, Emerson, Edw., St. Louis  
 Hyde, Abraham Lincoln, Columbia  
 Hyde, McFreeman, Lawrence, Kans.  
 Hyner, Rotha Anyce, St. Louis  
 Ihrig, Lela Pearl, LaMonte  
 Immele, John Baptist, Pilot Grove  
 Immele, Mary Agnes, Pilot Grove  
 Immele, Mary Isabelle, Pilot Grove  
 Illers, Herbert, Kewanee  
 Ingold, Louis, Columbia  
 Ingram, Annie, Bowling Green  
 Jeambey, Laura, St. Louis  
 Jeffers, Katharine Rosetta, Columbia  
 Jeffords, Mary E., St. Louis  
 Jeffrey, Jessie Wright, St. Louis  
 Jenks, Cordia M., St. Louis  
 John, George Bieden, Columbia  
 Jente, Richard, St. Louis  
 Johnson, Benjamin Franklin, Cape Girardeau  
 Johns, W. Leslie, Farmington  
 Johnson, Daisy, Bolivar  
 Johnson, C. Earl, Cabool  
 Johnson, Frederick Boyd, Kansas City  
 Johnson, Eugene Lee, Rolla  
 Johnson, Helen Alexandra, Springfield  
 Johnson, Mildred Edith, Columbia  
 Johnson, Ona, Slater  
 Johnson, Randall Austin, Union Star  
 Johnson, Wm. H., St. Louis  
 Johnston, Isabella, Overland  
 Johnston, Anna Sitton, Sikeston  
 Johnston, Lulu Ione, Old Monroe  
 Johnston, Susan, Overland  
 Jones, Clara Frances, St. Louis  
 Jones, Grover Cleveland, Lebanon  
 Jones, Kate A., St. Louis

- Jones, Mack Marquis, Columbia  
 Jones, Nellie Virginia, Robertsville  
 Jordan, Carrie B., Chillicothe  
 Jordan, John J., Chillicothe  
 Joyce, Lillian M., St. Louis  
 Joyce, Beatrice Isabelle, Cape Girardeau  
 Joyce, Georgia M., Cape Girardeau  
 Kahlbaum, Edward, Rolla  
 Kaiser, Edna Anna, Clinton  
 Kamp, Minnie, St. Louis  
 Kehr, Frank W., Marthasville  
 Keith, Barney Heady, Jefferson City  
 Keithly, Mattie Pearl, O'Fallon  
 Keller, Florence C., St. Louis  
 Keller, Osdel Palmore, Libertyville, Illinois  
 Kelley, Arthur Olm, University City  
 Kelley, Mary Elizabeth, Springfield  
 Kelly, Helen M., St. Louis  
 Kelsey, Lucretia Eveland, Kansas City  
 Kelsey, Sidney Eugene, Kansas City  
 Kemp, Florence L., St. Louis  
 Kemp, Harry E., St. Louis  
 Kemper, Hugh Conway, Marshall  
 Kennedy, Minnie M., Kirksville  
 Kent, James Martin, Kansas City  
 Kent, Sadie Trezevant, Cape Girardeau  
 Kerner, Robert Joseph, Berkeley, Cal.  
 Kerr, James R., Webster Groves  
 Kessler, Laura Frances, Clifton Hill  
 Kessler, J. A., Clifton Hill  
 Killion, Jesse Edward, Houston  
 Kimber, Jean, St. Louis  
 Kimbley, Wilbur Paul, Winigan  
 King, Effie Rose, Chilhowee  
 King, Harry Lane, St. Louis  
 King, Lloyd Wentworth, Monroe City  
 Kinkead, James E., Maplewood  
 Kirk, John Robert, Kirksville  
 Kirkpatrick, Mary Ethel, Richmond  
 Kissner, Florence Emma, St. Louis  
 Kiser, David Thomas, Springfield  
 Klenn, Julia M., DeSoto  
 Klippel, Amelia, Kansas City  
 King, Paul Charles, St. Louis  
 Knapp, Anna Sarah, St. Louis  
 Knepper, Martha Myrtle, Cape Girardeau  
 Knight, Edw. Carleton, St. Louis  
 Koch, Mary Louise, St. Louis  
 Kolb, Marie, St. Louis  
 Koonz, James Alva, Joplin  
 Kratzer, Alvina M., St. Louis  
 Krebs, Martha Marie, St. Louis  
 Kroecker, Anna, St. Louis  
 Kuhlman, August Frederick, Columbia  
 Kuhlman, Margaret R., Maplewood  
 Kuntz, John Frederick, St. Louis  
 Laidlaw, Gladys M., Cassville  
 Lamkin, Uel Walter, Maryville  
 Lancaster, Susan F., St. Louis  
 Landzettel, Olive, St. Louis  
 Landzettel, Edna, St. Louis  
 Lance, Dena Floren, St. Louis  
 Lanican, Susan, St. Louis  
 Lanigan, Elizabeth I., St. Louis  
 Langsdorf, Alexander Suss, St. Louis  
 Large, Grace M., St. Louis  
 Lasar, Madeline, St. Louis  
 Lasar, Nettie, St. Louis  
 Laupheimer, Pauline, St. Louis  
 Lawrence, Harriet Durham, Fayette  
 Lawrence, John Vincent, St. Louis  
 Lay, Georgina Mary, St. Clair  
 Lawrence, Minnie, University City  
 Leahy, Mrs. Marion Mackenzie, Joplin  
 Leahy, Christine, Overland  
 Lee, Arthur, Clinton  
 Lee, Charles Albert, Jefferson City  
 Lee, Inez Long, Jefferson City  
 Leib, Ben W., Kirksville  
 Lenig, Ralph Adyn, St. Louis  
 Lenney, James Patrick, St. Louis  
 Lemasters, Everette M., Odessa  
 Leonhard, Emma, St. Louis  
 Lents, Jr., Theodore F., Univ. City  
 Letts, Martha McKinney, Sedalia  
 Leon, Susan Banks, St. Louis  
 Lewis, David Wm., Springfield  
 Lewis, Margaret McDowell, Kansas City  
 Levy, Rosa, St. Louis  
 Levy, Hildah, St. Louis  
 Levy, Judith, St. Louis  
 Lewis, Nellie Katherine, St. Louis  
 Lichter, Levi Leroy, Kansas City  
 Liddell, John Walter, Kennett  
 Lightcap, Samuel Elmer, Hume  
 Lindsay, George Clarence, St. Louis  
 Linton, Ida May, Joplin  
 Linville, Maud Ruth, Skidmore  
 Lodge, Kate, St. Louis  
 Loeb, Isador, St. Louis  
 Loeb, Virgil, St. Louis  
 Logan, James Clifford, Cape Girardeau  
 Lohrens, Hulda, St. Louis  
 Long, Blanche A., St. Louis  
 Lowe, Mrs. Chloe B., Eureka  
 Long, Madeline Adele, New Florence  
 Lowe, Katharyne, Kansas City  
 Long, Medora, Dalton  
 Longman, Elizabeth, St. Louis  
 Lucas, Lavinia Miner, Farmington  
 Louis, Vivian A., St. Louis  
 Ludwig, William Arnold, St. Louis  
 Lowry, Wm. Jasper, Warrensburg  
 Lueker, Tro Frederick, Jefferson City  
 Loyd, Mrs. Virgie, St. Louis  
 Luetjen, Ida Rebecca, Cape Girardeau  
 Lyle, Edward Gerard, Kansas City  
 Lyon, Percy A. (Miss), St. Louis  
 Mabrey, George Henry, Chaonia  
 Machen, Zora, Malden  
 Mackay, Gertrude M., St. Louis  
 Magill, Mable Lee, Excelsior Springs  
 Magill, Mayme E., North Kansas City  
 Mahar, Ethel Lynn, Kansas City  
 Malloy, Amelia Margaret, St. Louis  
 Malone, Robert Newton, St. Joseph  
 Maloney, Mary, St. Louis  
 Manley, Iva Ward, Maryville  
 Maloney, Mary V., St. Louis  
 Manley, Helen, St. Louis  
 Manheimer, Evelyn Alice, St. Louis  
 Manly, William Gwathmey, Columbia  
 Mann, Charles Richard, St. Louis  
 Mann, Mollie A., St. Louis  
 Markham, Carrie, St. Louis  
 Marriott, Anna Duff, Versailles  
 Marriott, W. McKim, St. Louis  
 Marshall, Robt. Morris, St. Louis  
 Marston, Edith, Brunswick  
 Martin, Anna, St. Louis  
 Martin, Homer Hoyt, Ava  
 Martin, Ida M., St. Louis  
 Martin, John L., Poplar Bluff  
 Martin, Martina W., St. Joseph  
 Martin, Mary Agnes, Gallatin  
 Martin, Wm. Henry, Kansas City  
 Marx, Fidelia Dilts, Hannibal  
 Mason, Harvey V., Chillicothe  
 Matson, Ethelinda, University City  
 Mason, Julia C., Paris  
 Matthews, Donald Edgar, Sullivan  
 Masters, Geo. Edwin, Carthage  
 Maue, Pattie Taylor, St. Louis  
 Maushardt, Katherine E., St. Louis  
 Maxwell, Florence R., Greenville, Ill.  
 May, Benjamin Foreman, St. Louis  
 Mayer, Mary Lorena, Liberal  
 Mayfield, Nellie A., St. Louis  
 Mayo, Marion J., St. Louis  
 Macneary, Thos. Howard, St. Louis  
 McArthur, Harriet E., St. Louis  
 McCarty, Kathryn F., Cape Girardeau  
 McCarthy, Margaret, St. Louis  
 McCarthy, Nellie G., St. Louis  
 McCaslin, Elmer E., St. Louis  
 McCaslin, Ethel May, Freeman  
 McClellan, Geo. O., St. Louis  
 McClintock, Densil N., Kingston  
 McCluer, Francis B., Elsberry  
 McClure, Anna Maria, Kirkswood  
 McClure, C. H., Kirksville  
 McClure, Katherine, Kirkswood  
 McClure, Mary Laidlaw, Kirksville  
 McCluskey, Mary Rose, St. Louis  
 McCoy, Harvey, St. Louis  
 McCombs, Wm., Licking  
 McCurry, Mary Ellen, Maryville  
 McCordock, Howard A., St. Louis  
 McElhane, Bertha May, St. Louis  
 McEnnis, Bessie Mary C., St. Louis  
 McFayden, Donald, Clayton  
 McGary, Hardin M., Alton  
 McGinness, Roxie Etta, Kearney  
 McGrath, Maxie, St. Louis  
 McGrath, Annie, St. Louis  
 McHarg, Tillie, Columbia  
 McHose, Nellie, St. Louis  
 McHugh, Margaret, St. Louis  
 McIndoo, Wm. Oliver, Kansas City  
 McKay, Mary Asbury, Columbia  
 McKean, John E., Fillmore  
 McKeehan, Ralph Alvin, Westboro  
 McKeighan, Amelia, Lees Summit  
 McKeighan, Elinor M., Lees Summit  
 McKinley, Noah Fred, Nixa  
 McKinley, Ernest R., Cartersville  
 McKissack, Paul W., Warrensburg  
 McKnight, Roberts Vae, Birch Tree  
 McLane, Charles Willard, Marquand  
 McMasters, Leroy, St. Louis  
 McNeely, Beatrice Mae, Jameson  
 McNeill, Nellie Nash, St. Joseph  
 McQuoid, Wattle R., St. Louis  
 Meara, Mildred Luthy, St. Louis  
 Mecker, Herman H., St. Louis  
 Meissner, Amelia, St. Louis  
 Meenach, Gene, St. Louis  
 Messmer, Sophia Victoria, St. Louis  
 Melcher, Benj. Franklin, Webster Groves  
 Meyer, Arthur John, Columbia  
 Meredith, Mary L., Pilot Grove  
 Merkel, Emily M., St. Louis  
 Meyer, Max F., Columbia  
 Metcalfe, Mary E., St. Louis  
 Meyers, Helen Bertha, St. Louis  
 Middlebush, Frederick A., Columbia  
 Mier, Meta Eucenia, St. Louis  
 Miles, Mable Elizabeth, St. Joseph  
 Miles, Cura E., Joplin  
 Miller, Armand R., St. Louis  
 Miller, Catherine Ruth, Kansas City  
 Miller, Chester Branch, St. Louis  
 Miller, Delle H., Kansas City  
 Miller, Gertrude Helen, Kansas City  
 Miller, Harry Albert, Anderson  
 Miller, Henry A., Webster Groves  
 Miller, Mabelle M., Kansas City  
 Miller, Margaret Donnan, Columbia  
 Miller, Mary P., St. Louis  
 Miller, Maude M., St. Louis  
 Miller, Pearl Colby, St. Louis  
 Miller, Walter, Columbia  
 Mills, Isetta Atkins, Shelbyville  
 Mills, Lucy Marland, St. Louis  
 Minor, Jacob Vinson, Huntsville  
 Mix, Gertrude Anne, Osborn  
 Mockler, Mary, St. Louis  
 Molloy, Jefferson Davis, Purdin  
 Montgomery, Mattie M., Sedalia  
 Moore, Harry, Mt. Vernon  
 Moreland, A. C., Jefferson City  
 Moreland, Hubert Littell, St. Louis  
 Morgan, Anna, Excelsior Springs  
 Morgan, Ezra Leonidas, Columbia  
 Morris, Elizabeth T., St. Louis  
 Morris, Lee Howard, Springfield  
 Morris, Ira V., Hailtown  
 Morrow, Ethel, St. Louis  
 Morrow, W. E., Warrensburg  
 Morse, Wayne Pumroy, Revere

- Morton, Emra E., Clayton  
 Mudd, Myrtle Fredonia, Kansas City  
 Mueller, Clara C., St. Louis  
 Mumm, Emma Olinda, St. Joseph  
 Mumford, Frederick Blackmar, Columbia  
 Munsil, Amelia, St. Louis  
 Murneek, Andrew Edward, Columbia  
 Murphy, Elizabeth M., Kansas City  
 Murphy, William Francis, Fulton  
 Murray, Eben Hugh, St. Louis  
 Murray, Gertrude L., St. Louis  
 Murray, Nelson Clyde, Columbia  
 Myers, Vest C., Fulton, Kentucky  
 Nantz, J. Stanley, St. Louis  
 Nathan, Albert, St. Louis  
 Nattinger, Maude C., Warrensburg  
 Naunheim, Susan H., St. Louis  
 Naylor, Paul B., Columbia  
 Neal, Bert Clare, Salisbury  
 Neal, Marcus Pinson, Columbia  
 Neale, Mervin Gordon, Columbia  
 Neely, Edward Everett, Aurora  
 Nettles, H. E., Springfield  
 Newlon, Mabel, Rockport  
 Neville, Delta M., Marshall  
 Newman, Essie May, Farmington  
 Nichols, Jessie B., Princeton  
 Nicholson, John F., Columbia  
 Nicholson, Kathleen M., St. Louis  
 Noel, Bernard William, St. Louis  
 Noland, Leona Nipper, Monroe City  
 Noll, Rolf R., New Franklin  
 Norton, Henrietta, St. Louis  
 Nowlin, Egbert W., Webster Groves  
 Noyes, Guy L., Columbia  
 Nugent, Mollie M., St. Louis  
 Oakerson, Wm. M., Jefferson City  
 O'Brien, Irene, Gallatin  
 O'Bryant, Bertha, Stockton  
 O'Connell, Katherine D., St. Louis  
 O'Connor, Margaret Browne, St. Louis  
 Oesterle, Lucille Va., Richmond Hts.  
 O'Dell, Clyde Herman, Miami, Okla.  
 Offutt, E., Culbertson, Mexico  
 Oldham, Ada Clutter, Jefferson City  
 O'Leary, Johanna, St. Louis  
 Olson, Harley Emanuel, St. Louis  
 Olson, Margaret Mabel, Marceline  
 Oppenheimer, Julius John, Columbia  
 O'Rear, M. A., Springfield  
 Orr, Charles Harold, Moberly  
 Orton, Stella Mary, Paris  
 Osborn, Jessie May, Webster Groves  
 Osburn, Mary Virginia, St. Louis  
 Ott, Cora B., Springfield  
 Owens, Ethelberta, Weaubleau  
 Overland, Petrine, Kirkwood  
 Owens, Mabel, St. Louis  
 Owens, Mary Marie, Mercer  
 Painter, John Francis, Kirksville  
 Palmer, Charles J., Leoma  
 Palmer, Myrtle Shaw, Versailles  
 Palmer, Sylvia Marie, Lamar  
 Parker, Alice Estelle, St. Louis  
 Parr, Nora, Royal Oak, Michigan  
 Parrish, Ida Elizabeth, Craig  
 Paterson, Nellie Lou, St. Louis  
 Patterson, Elizabeth H., St. Louis  
 Patterson, Jessie, St. Louis  
 Pavey, Ida F., St. Louis  
 Paxton, Clarinda, Lilian, Pierce City  
 Payne, Charles J., Cape Girardeau  
 Peak, Clayton Fant, Deepwater  
 Pearson, Bertha Laverne, Wentworth  
 Peck, Lona Aszalee, Salem  
 Pemberton, Grace Olive, Kirkwood  
 Pemberton, Helen Evelyn, Kirkwood  
 Pence, Richard T., Marshall  
 Perkins, Mattie, Flat River  
 \*Perkins, Solomon Mills, Kansas City  
 Perrin, John Luther T., Salisbury  
 Peters, Dora Catherine, Kansas City  
 Peters, Pauline M., St. Louis  
 Peters, P. B. S., Kansas City  
 Pfister, Emma Regina, Jonesburg  
 Pfeiffer, Emma, St. Louis  
 Phelps, Emma, Roanoke  
 Phillips, Ernest Churchill, Columbia  
 Phillips, Murtie M., Bloomfield  
 Phillips, Charley White, Fredericktown  
 Phillips, Margaret B., St. Louis  
 Philpott, Charles Hughes, St. Louis  
 Piatt, Mrs. Lottie S., St. Joseph  
 Pickering, Mertie May, St. Clair  
 Pickel, Alice, Kirkwood  
 Pickett, Ethel Day, Kansas City  
 Pierce, Helen, St. Louis  
 Pierson, Andrew Demar, Kansas City  
 Pike, John Calvin, Bolivar  
 Pippin, Bland N., St. Louis  
 Pitts, Lena A., St. James  
 Pitts, Zannie M. Denny, Roanoke  
 Plank, Eva L., Burlington Junction  
 Pontius, Frances, Stover  
 Poole, Carrie C., West Plains  
 Poore, Corbin Lee, Palmyra  
 Poore, Lottie Boyd, Palmyra  
 Porter, George Thomas, Columbia  
 Porter, John Henry, Platte City  
 Pratt, Esther Jean, Carthage  
 Priest, Mrs. Ella B., St. Louis  
 Priestly, Gertrude May, St. Joseph  
 Pritchard, Vera Edna, Holcomb  
 Proctor, Ruth Phelps, St. Louis  
 Pruitt, Elizabeth T., Bloomfield  
 Pryor, Hattie, Mexico  
 Pryor, Herbert, Columbia  
 Pryor, Lee Etta, Mexico  
 Pryor, Mary Emily, Mexico  
 Pummill, Jas. E., Eureka  
 Pummill, Joseph Gilbert, Camden Point  
 Pummill, L. E., Springfield  
 Pummill, Lucy Atlanta, Camden Point  
 Punahon, Jennie Yasobel, St. Louis  
 Pusach, Johanna F., St. Louis  
 Pyle, Madge, Stockton  
 Rabe, Anna, St. Louis  
 Rader, Louis Warren, St. Louis  
 Rader, Perry Scott, Jefferson City  
 Raithel, Frederick A., St. Louis  
 Ramsay, Calvin Henry, Bellflower  
 Ramsay, Robert Lee, Columbia  
 Randolph, Alyda S., Ironton  
 Randolph, Christine W., Cape Girardeau  
 Rappalean, Hazel, St. Louis  
 Rasmussen, Allie Nora, St. Louis  
 Rauschenbach, Emma, St. Louis  
 Ray, Jessie Ford, Lees Summit  
 Rayfield, Virginia D., Springfield  
 Rector, Sara Sharpe, St. Louis  
 Redding, Nelle, Webb City  
 Reinhard, Mary Henrietta, St. Louis  
 Reser, Floyd Oliver, Buffalo  
 Reser, John Harvey, Galena  
 Reynolds, Ernest Shaw, Webster Groves  
 Rice, Elizabeth Genevieve, St. Louis  
 Richardson, George Dewey, Jefferson Barrack  
 Richardson, Virginia C., St. Louis  
 Richmond, Hiram Cook, Kansas City  
 Richter, Erna Meta, St. Louis  
 Rickus, Leilah Beth, Portageville  
 Ridgway, Ella Lucille, Hallsville  
 Rider, Alma Leech, Farmington  
 Riggs, Wm. Warren, Columbia  
 Rick, Helen Hankins, Hermann  
 Rife, Mary M., Poplar Bluff  
 Riley, Agnes H., St. Louis  
 Ring, Virginia J., St. Louis  
 Ritchie, Frances O., St. Joseph  
 Robb, Madge Munroe, St. Louis  
 Robbins, Flora Elsie, Monett  
 Roberts, Eva Juanita, Ozark  
 Robertson, Minnie Jane, St. Louis  
 Robertson, R. R., Springfield  
 Robertson, William, Roanoke  
 Robinson, Geo. Wilkins, Hallsville  
 Robinson, Lizzie White, Hallsville  
 Robinson, Margaret L., St. Louis  
 Robinson, Marie Downing, Columbia  
 Robinson, Marie Erskine, St. Louis  
 Rocheford, Julia Madden, Columbia  
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 Rollins, Adella Belle, Edgerton  
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# ITEMS of INTEREST

## THREE UNIVERSITIES EMPLOY UNIVERSITY PASTORS

Almost simultaneous announcement is made by three great American universities of the appointment of a full-time officer to be the responsible head of the religious work of the several institutions. Dr. Robert Russell Wicks has been inaugurated as "dean of religion" of Princeton University, and he will be in charge of the college chapel. His duties include some teaching in connection with the religious work of the university, as well as social and religious contacts with the students. Dr. Charles W. Gilkey is the new "dean of the university chapel" of Chicago University, and has assumed his place in the educational and religious scheme of the university. Handsome gothic chapels have been completed at both Princeton and Chicago, and neither pains nor expense has been spared to make them attractive and worshipful. In Yale University Rev. Elmore McNeil McKee is now full-time "pastor of the university church," and he, too, will minister to the religious life of the students. Battell Chapel has recently been redecorated and refurbished as a part of Yale's building and improvement plan.—School Life.

## ONE HUNDRED MILLION IN TUITION FEES.

Students enrolled in 427 colleges preparatory schools in the United States will pay a total of \$55,030,363 in tuition fees during the current school year, according to the annual privertising division of N. W. Ayer & Son. This figure does not include various extra fees included by many institutions. Since the 427 schools covered by the survey by no means exhaust the entire list of private preparatory schools in the country, the report estimates that students enrolled in all of such institutions in the United States this year will pay tuition fees in excess of \$100,000,000. The figure gives the private schools an important place among the really big "businesses" of the country.

Another interesting feature of the Ayer census is that the 427 schools from which reports were received are filled this fall to within 89.4 per cent. of their total capacity, the enrollment reported being 108,334. Total attendance for the current year is smaller than that reported last year, however.

Military schools are reported as being in slightly better condition than non-military



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boys' schools. This is a reversal of the condition of the survey compiled by the Ayer organization during the fall of 1927, when non-military schools made the best showing.

Co-educational institutions show an increase for this school year, apparently at the expense of schools for girls, since the latter class shows a substantial decrease in total enrollment.

The smaller and less expensive schools have had the largest growth this year as compared with last, the decreased attendance being reported principally by schools having 100 pupils and charging over \$800 a year for tuition and board.

Sectionally the most satisfactory condition appears to be in the Middle West and on the Pacific Coast, where a decided increase is observed in the number of institutions reporting "excellent" enrollments.

#### HIGH-SCHOOL PUPILS STUDY HISTORY OF RELIGIONS

A course in the history of living religions is included in the curriculum of the Topeka (Kans.) Senior High School. It is a 2-semester course, classified as history 7 and 8, and is open to juniors and seniors. The subject was introduced in the spring term 1926-27, with an enrollment of 27 students. Increase in enrollment last year to 60 necessitated the formation of two classes. In the progress of the study the history of 11 living religions is

presented: Judaism, Christianity, Taoism, Hinduism, Jainism, Buddhism, Shintoism, Sikhism, Zoroastrianism, and Mohammedanism. Emphasis is placed upon the two religions of the Bible—Judaism as presented in the Old Testament and Christianity in the New Testament.—School Life.

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### MANY HIGH-SCHOOL GRADUATES CONTINUE STUDIES

Approximately 48.3 per cent of the 40,000 graduates of Pennsylvania high schools for the school year 1927-28 are continuing their education, according to announcement of the State department of public instruction. Of this number, about 26.8 per cent have entered higher institutions, 12.9 per cent are in teacher-training schools, 4 per cent in nurse-training schools, 3.6 per cent have entered commercial schools, and 1 per cent are taking post-graduate courses in the high schools. It is estimated that 8.5 per cent of the class of 1928 have remained at home, and no record is given for 8.9 per cent of those graduating. The remainder are engaged in commercial pursuits, agriculture, factory work, trade, or other occupations. The number of graduates of public high schools in Pennsylvania has more than doubled during the past eight years, increasing from 18,796 in 1920 to approximately 40,000 in 1928.



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Reports were received from 168 schools for the deaf which employ a total of 2,303 instructors. The training of these instructors is in itself a difficult task. Four institutions in the United States are known to be engaged in it. These institutions are: Gallaudet College, in Washington, D. C.; Clarke School for the Deaf, in Northampton, Massachusetts; the Central Institute for the Deaf in St. Louis, Missouri; and The School for the Deaf, in

Morgantown, North Carolina. Of the total number of schools for the deaf 69 are supported by the States, 83 are parts of the public school system, and 16 are privately maintained.

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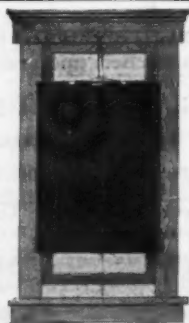
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